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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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ABSTRACT

Devoted largely to documents since 1965, this annotated bibliography on adult basic education contains 261 entries, most of these are concerned with surveys, planning, and program descriptions at the national, state, and local levels (67 entries); curriculum materials, lesson plans, and related matters (41 entries); clientele groups (including military personnel, migrant laborers, American Indians, Spanish Americans, and prisoners); teacher manuals and guides for new careers training, reading instruction, and other types of programs; teachers and administrators; teacher training; and the broad category of recruitment, testing, counseling, and student characteristics. Historical reviews, information sources and research reviews, educational television, computer assisted instruction, and programed instruction are also represented. The document provides notes on document availability, a list of publications by the ERIC Clearinghouse on Adult Education, and an order blank. (ly)

GPO 870-390

AA 000 480

# ADULT BASIC EDUCATION: CURRENT INFORMATION SOURCES, No.27

ERIC Clearinghouse on Adult Education

March 1970

ED 035 777

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

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ADULT BASIC EDUCATION, CIS #27

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March, 1970

# INTRODUCTION

This bibliography, with abstracts, covers documents on adult basic education flowing through the ERIC Clearinghouse on Adult Education (ERIC/AE) during the past eighteen months. Many have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These two abstract journals are now widely available in education libraries, universities and school systems. They contain each month entries pertinent to adult basic education, submitted by ERIC/AE and other clearinghouses concerned with this subject.

RESEARCH IN EDUCATION
Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
$21.00 per year; $26.25 outside the United States

CURRENT INDEX TO JOURNALS IN EDUCATION
CCM Information Corporation
909 Third Avenue
New York, New York 10022
$34.00 for twelve issues

Categories. We have sorted the entries very roughly into broad categories, but, since some documents relate to several categories, we recommend quick scanning of the whole list.

Scope. This compilation continues the adult basic education coverage begun by two previous publications, which are available from the ERIC Document Reproduction Service.

Adult Basic Education, CIS-3
Adult Basic Education, CIS-18

Most adult basic education entries through the February, 1970 issues of Research in Education and Current Index to Journals in Education are assembled in this publication or in the two previous compilations on this subject.

Curriculum Materials. ERIC/AE makes no systematic effort to collect curriculum materials, though we do make available experimental and specialized materials, not easily available elsewhere. This is, therefore, not a guide to such materials. However, bibliographies and guides to curriculum materials are listed and there is now a small abundance of these.

Occupational Training. ERIC/AE has in process a similar bibliography on occupational training for disadvantaged adults. Since many of these programs include components of adult basic education and work with similar clientele groups, this publication, soon to be available, may be useful to the adult basic education field.

Availability of Documents. Many items come from standard journals, commercial publishers or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Documentation Reproduction Service in microfiche or printed copies. Please read carefully the note on availability of documents, the instructions for ordering from EDRS on page 79. No documents are available from ERIC/AE, but, should you encounter some extraordinary difficulty, we will try to help you.

The entire ERIC microfiche document collection is now available for use in over 275 locations around the country in school systems, universities and in the Title III supplementary centers. And, in a few areas, services of various kinds based on the ERIC collections are being developed by State Departments of Education and other agencies to make access to this large body of information easier for you. We suggest that you seek out such services which may be available through the local agencies to which you naturally turn for information and help.

Joint Publication. We are grateful to the Adult Education Association, the Division of Adult Education Programs of the U.S.O.E., the National Association of Public Adult Educators and to Montclair State College for making this publication more easily available to their colleagues in adult basic education.

Your Help Needed. Be sure ERIC/AE receives a copy (preferably two copies) of reports and other materials you or your agency produce, whether published or not. Send to ERIC/AE, 107 Roney Lane, Syracuse, New York 13210. Many thanks.

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# I. SURVEYS: PLANNING: PROGRAM DESCRIPTIONS

## A. National

ADULT BASIC EDUCATION--MEETING THE CHALLENGE OF THE 1970'S. FIRST ANNUAL REPORT OF THE NATIONAL ADVISORY COMMITTEE ON ADULT BASIC EDUCATION TO THE PRESIDENT OF THE UNITED STATES AND SECRETARY OF HEALTH, EDUCATION, AND WELFARE. U.S. Office of Education (DHEW), Washington, D. C. EDRS Order Number ED 023 054, price MF $0.50, HC $3.60. 70p. Aug 1968.

Recommendations and supporting information for the Federal Adult Basic Education (ABE) Program through the fiscal year 1972 include increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home, and family life; study to develop a ten-year national plan to coordinate all Federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE Program beyond eighth grade level. A list of ten Federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included.

A COMPREHENSIVE PLAN FOR SOLUTION OF THE FUNCTIONALLY ILLITERATE PROBLEM, A REPORT ON THE PRESENT, A PLAN FOR THE FUTURE. Venn, Grant and others. Management Technology Inc., Washington, D.C. U.S. Office of Education, Washington, Adult Basic Education Branch. March 1968. EDRS Order Number ED 019 603, price MF $0.25, HC $2.40. 46p.

The Educationally Disadvantaged Population (EDP) contained at least 24 million people in 1960. Alternate plans have been developed for a voluntary adult basic education program for the EDP, using a time span of 20 years and a method for entering equal increments of the EDP groups. The document includes fifteen charts and three tables which show the 1960 EDP by age group and schooling, and balanced program plans annually to 1987.

ADULT BASIC EDUCATION PROGRAM STATISTICS: STUDENTS AND STAFF DATA JULY 1, 1967 - JUNE 30, 1968. U.S.Office of Education, Washington, D.C. EDRS Order Number ED 031 672, price MF $0.25; hardcopy not available from EDRS. Available from U.S. Government Printing Office, $.50. 45p. June 1969.

A compilation of statistical tables on adult basic education in the United States includes data on the following, broken down by region and state: number of students; number of students by grade level; number of students completing programs; number of students by sex, ethnic group, race, and age; selected hours membership statistics; hours of instruction required to complete programs; number of classes housed, by type of facility; student attendance; students separated from programs, by reason; staff, by occupational function; number of workshops and personnel in preservice of inservice training; number of programed instruction classes; and selected financial statistics.

NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION AND RESULTS OF THE SURVEY OF ADULT BASIC EDUCATION STUDENTS. U.S.Office of Education. Adult Education Branch. Available from the U.S.Office of Education, Adult Education Branch, Washington, D. C. 10p. 1968.

A tabulation of the national summary of data resulting from a Demographic Survey of

Adult Basic Education students conducted by the U.S.Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed.

ADULT BASIC EDUCATION, PROGRAM SUMMARY. U.S.Office of Education. Division of Adult Education Programs. ABE-1. EDRS Order Number ED 015 380, price MF $0.25, HC $1.15. 21p. 1967.

A brief description is given of the Federal adult basic education program, under the Adult Education Act of 1966, at the national and state levels (including Puerto Rico, Guam, American Samoa, and the Virgin Islands) as provided by State education agencies. Statistics for fiscal years 1965 and 1966, and estimates for fiscal year 1967, indicate annual participation and program funding. Estimates are also made of functionally inadequate and educationally disadvantaged adults (persons aged 18-64), numbers of adults in various age groups with seven years' schooling or less, from 1950 to the present (including projections for 1968 and 1970), adults in each age group who have one to four years, or no more than seven years, of completed schooling, and adult whites and nonwhites in each age group with seven years or less of formal education.

ADULT EDUCATION ASSOCIATION OF THE U.S.A.; ADULT BASIC EDUCATION STUDY 1965-66. Adult Education Association of U.S.A., Washington, D.C. EDRS Order Number ED 023 032, price MF.$1.75, HC $20.70. 412p. [1966].

The adult basic education (ABE) programs currently conducted by non-governmental organizations in all but ten states, are reviewed focusing on the significance of voluntary efforts in adult basic education programs.

STUDY OF THE UNITED STATES OFFICE OF EDUCATION, REPORT OF THE SPECIAL SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, EIGHTY-NINTH CONGRESS SECOND SESSION. Perkins, Carl D., Chairman, U.S.Congress, Committee on Education and Labor. House Document No. 193, 90th Congress, 1st Session is available for $2.25 from the Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 777p. 1967.

The Special Subcommittee on Education of the House Education and Labor Committee based its study of the U.S.Office of Education(OE) on data collected through--(1) five days of public hearings (August 1966) during which testimony and material were supplied by 18 officials of HEW and OE, (2) two days of executive sessions (December 1966) during which testimony was heard from officials representing major educational organizations, (3) 14 days of public hearings in eight cities (December 1966) during which testimony was taken from representatives of State and local school systems, school boards, the higher education communtiy, and OE field officers (4) interviews with officials in every unit of OE (August-December 1966), and (5) questionnaires sent to 5,500 educational administrators. Information on programs (with evaluations), budgets and funding, administrative organization, and legislation are included in each section. Of special interest to adult educators are the chapters on the Bureau of Research, which contains summaries of the activities of the Division of Adult and Vocational Research and Division of Research Training and Dissemination, and the Bureau of Adult and Vocational Education. Recommendations follow each section.

EDUCATIONALLY DEFICIENT ADULTS: THEIR EDUCATION AND TRAINING NEEDS. U.S.Office of

Education, Washington, D.C., Division of Manpower Development and Training; McGraw-Hill, Inc., New York, N.Y., Information and Training Services Division. EDRS Order Number ED 022 123, price MF $0.50. Hard copy available from U.S. Government Printing Office, (FS 5.213:13029, $.40). 68p. 1965.

To develop guidelines for meeting the occupational and training needs of under-educated adults, data from programs in Pennsylvania, Arizona, Missouri, Virginia, West Virginia, the District of Columbia, New York City, and elsewhere were gathered on characteristics of educationally deficient adults, major program features, job and training opportunities, recruitment, screening, and testing, counseling and auxiliary services, and community involvement. Adult basic and vocational education (including job-oriented social training) for semiskilled and skilled occupations, united community efforts to recruit and encourage poorly motivated adults, close integration of literacy and job training, student grouping by ability, team teaching, instructor training, and research and development were among the major areas of need.

A LIFETIME OF LEARNING. U.S.Office of Education, Washington, D.C. EDRS Order Number ED 031 686, price MF $0.25, Hard copy available from U.S.Government Printing Office, ($.30). 17p. 1969.

This booklet discusses three Federal programs for the continuing education of adults: Adult Basic Education; Community Service and Continuing Education; and Civil Defense Education.

EDUCATION AND TRAINING: A CHANCE TO ADVANCE. U.S.Department of Health, Education, and Welfare, Washington, D.C. EDRS Order Number ED 032 471, price MF $0.50, hard copy available from U.S.Government Printing Office, (FS 5.287:87020-69, $1.00). Seventh annual report to the Congress of training activities under the Manpower Development and Training Act. 105p. April 1969.

This report on training under Title 1 of the Manpower Development and Training Act of 1962 reviews accomplishments and problems of Fiscal Year 1967-68, traces program changes since the inception of the Act, discusses the potential impact of the amendments of October, 1968, and recommends additional resources, stronger coordination of programs and services, more support of auxiliary services, and more funds for program evaluation. Youth projects, basic education, counseling, and other types of institutional programs and services are outlined, together with provisions for staff recruitment and training, patterns of operation in skill centers, and trainee characteristics. Coupled training projects (on the job training with collateral classroom or on site training), cooperative occupational training, and other types of national programs are noted. Also covered are prisoner education, self-help for minority groups, training for returning servicemen, and other innovations, experiments, and special programs, followed by such evaluation techniques as placement data and field reviews. The document includes 55 charts and tables and numberous photos.

REPORT OF THE COMMITTEE ON ADMINISTRATION OF TRAINING PROGRAMS. Committee on Administration of Training Programs, Washington, D. C. EDRS Order Number ED 027 406, price MF $0.50, HC $4.30. 84p. March 1968.

The Committee studied the administration of training under federal programs including Manpower Development and Training, Economic Opportunity, Adult Basic Education, Vocational Education, Work-Study Program, Social Security, Vocational Rehabilitation, and National Apprenticeship Training Acts, as well as selected administratively established programs including Five Cities Test Project, Concentrated Employment Programs, and Operation SER. The study extended from April 1967 to March 1968. It was concluded that some waste, duplication and inefficiency existed in the nearly 30 separate federally supported job training programs but that these figures

rarely vitiated the usefulness of the programs. Recommendations include: (1) formulation and codification of national manpower policy, (2) provision for training of individuals receiving welfare benefits without penalization, (3) expansion of apprenticeship and efforts to assist the flow of qualified minority group applicants, (4) assurance that training prepares for entry into jobs with opportunity for advancement and for adequate income, (5) establishment of residential vocational education centers, (6) more adequate funding and arrangement to permit time for programing operations, (7) integration of training activities with the Department of Labor.

RAISING LOW INCOMES THROUGH IMPROVED EDUCATION; A STATEMENT ON NATIONAL POLICY. Committee for Economic Development, New York, N. Y. EDRS Order Number ED 019 396, price MF. $0.25, HC $2.80. 54p. September 1965.

The enlarged federal role in education does not relieve others of their responsibilities. One of the main purposes of this policy statement is to urge greater efforts by states, localities, and private business to discharge their responsibility to improve and extend education and training which would contribute to raising the productivity, and consequently the incomes of many Americans with below average incomes. More and better early education, beginning before kindergarten, should be provided for disadvantaged children. States and school districts should modernize vocational training to bring it into line with occupational requirements. States should establish adequate systems of conveniently available educational institutions beyond high school. Programs for training and retraining adults and rehabilitating the physically handicapped should be expanded. Programs to eliminate adult illiteracy should be initiated in Federal programs for assisting economically distressed regions, more emphasis should be placed on finances for constructing and equipping educational and rehabilitation facilities. More use should be made of the capacities of business for training workers and developing effective educational methods. It will be necessary to operate the educational system more efficiently by better organization of school districts, quicker application of modern techniques, and more research to develop better techniques.

A DESCRIPTION AND EVALUATION OF SELECTED EDUCATIONAL COMPONENTS OF COMMUNITY ACTION PROGRAMS; A REPORT FOR THE OFFICE OF ECONOMIC OPPORTUNITY. Kirschner Associates, Inc., Albuquerque, New Mexico.Available from Clearinghouse for Federal Scientific & Technical Information (PB-176-594, MF $0.65, HC $3.00). 88p. OEO-2290.

A survey was made of Community Action Programs (CAP) in nine communities widely varied in geographic location, size, and characteristics. Principal emphasis was on organizational and program policy but curriculum content and teaching techniques were also considered. The most pervasive type was the remedial program, commonly delegated to a public school, making use of volunteer teachers and nonprofessionals, showing a shift from a concentration on subject to one of the "real" problems of the child, yet not dealing with the whole family. Next in importance was the preschool program, the two comprising 70% of the whole, both being well received. Usually administered by a delegate agency, preschool programs had relations with other CAP-supported activities and other community program and services, had a parent-related aspect, and aimed to help the whole child's development. Meager data on a few programs of guidance and counseling, adult basic education, and cultural enrichment programs indicated that these were most effective when integrated with other programs. The fundamental role of CAP in education is to promote institutional and social changes favorable to the poor; it should emphasize programs that consider the whole family, provide an integrated group of services, and involve the available resources of the community.

OPERATIONAL RETRIEVAL, THE BASIC EDUCATION COMPONENT OF EXPERIMENTAL AND DEMONSTRATION PROJECTS (E/D) FOR DISADVANTAGED YOUTHS. Sexton, Patricia Cayo, New York University, New York. U.S.Department of Labor, sponsor. EDRS Order Number ED 018 744, price MF $0.50, HC $3.05. 59p.

In this study of experimental and demonstration basic education projects for disadvantaged youths, visits were made to the Job Upgrading Project (North Richmond, California), the Mayor's Youth Employment Project (Detroit), the Lane County Youth (Eugene, Oregon), Job Opportunities through Better Skills, (Chicago), the YMCA Bedford-Stuyvesant Project (Brooklyn), Mobilization for Youth (Manhattan), and projects in Syracuse, New York, and in Boston. Except in Oregon, nonwhite urban males predominated. The most innovative efforts appeared to involve new instructional materials, attempts to individualize instruction, and efforts to relate basic education to job skills. The project directors were of unusually high and distinctive quality. Attention to trainee health and nutrition, on the job education and training (possibly with pay), flexibility in program planning and staff recruitment, clearer goals and objectives for both teachers and trainees, mutual instruction by trainees, closer teacher trainee relationships, residential centers, integration of basic education with other facets of trainee development, and improved information exchange, coordination, and consultation were among the areas of need. The document includes a summary of basic education materials used.

THE ASSUMPTIONS AND IMPLICATIONS OF FEDERAL ADULT EDUCATION LEGISLATION. Havrilesky, C. Paper presented at the National Seminar on Adult Education Research, (Toronto, February 9-11, 1969). EDRS Order Number ED 025 722, price MF $0.25, HC $0.55. 9p. February 1969.

Two premises of Federal adult basic education legislation are that grade level completed measures achievement level or at least is significantly and positively related thereto, and that similar economic backgrounds indicate similar educational needs. Results of a 1967-68 New Jersey study, which showed relatively little relationship between grades completed and reading and mathematics achievement scores in a low income population, tend to contradict both premises. A more accurate formula is needed for adult education funding at the state and Federal levels, and the scope of dissimilar instructional needs of the target population must be further examined.

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967. Congress of the United States, Washington, D. C., Senate HR-7819; PL-90-247. EDRS Order Number ED 021 924, price MF $0.25, HC $2.05. 39p. 2 January 1968.

The Elementary and Secondary Education Act Amendments of 1967 legislate financial assistance for theeducation of children from low-income families, appropriations for school library resources and other instructional materials, and funds for supplementary educational centers and services. Also covered are grants for cooperative educational research activities and grants to strengthen state departments of education. Other amendments regulate grants for adult education and for the education of bilingual children, handicapped children, potential dropouts, and American Indian children. Additional amendments refer to state advisory councils and state plans, to assistance for school construction in cases of certain disasters, and to education in Federally-affected areas.

MEASURING THE NEED FOR ADULT BASIC EDUCATION. Adamson, Edith. EDRS Order Number ED 023 055, price MF $0.25, HC $0.70. 12p. 1966. Also available from the Canadian Association for Adult Education, Corbett House, 21 Sulton Street, Toronto 5, Canada, $0.50.)

The 1,024,785 people who reported four or less grades of schooling in the 1961 Canadian Census point up the paradox of a society where free compulsory education to age 16 is assumed to mean everyone will at least complete elementary school. All available census data on these educationally deficient adults were compiled, showing that approximately 10% of the total were aged 15-29; 18,022 served in managerial, professional, and technical occupations; 10,649 earned over $5000 in 1961; 1/3 were women; 216,109 men were not in the labor force; about 10% of Canadian children lived in families where the household head was one of the 1,024,785; recent increases in opportunities still have not adequately reached 43.6% of the Indians and 90% of the Eskimos; and 25.8% were not born in Canada.

FACT BOOK: OFFICE OF EDUCATION PROGRAMS. U.S.Office of Education (DHEW), Washington, D.C. Available from U.S.Government Printing Office (Catalog No. FS 5.211:11011A $1.00). 84p. June 1968.

Provides basic information on what programs the U.S.Office of Education operates, who runs them, and how to apply for their benefits.

SIX YEARS OF ADULT BASIC EDUCATION LEGISLATIVE ACTIVITY. Mitchell, Nicholas P. In Adult Leadership; v17 n5 3p. November 1968.

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1966. Congress of the United States, Washington, D. C. PL-89-750 HR-13161. EDRS Order Number ED 019 378, price MF $0.25, HC $1.70. 32p. 3 November 1966.

The titles in the act which are amended deal with financial assistance for the education of children from low-income families, appropriations for school library resources for other instructional materials and supplementary educational centers and services. Also covered are grants for cooperative research activities in the field of education and grants to strengthen state departments of education. Other amendments regulate grants for programs designed to educate handicapped children and appropriations for the preparation and dissemination of research information. Additional amendments refer to public laws affecting education in federally affected areas and adult education. The latter is cited as the Adult Education Act 1966 and includes a statement of purpose, definitions, appropriations and plans for operation.

LITERACY USA. A HANDBOOK FOR AMERICANS. Cortright, Richard W. Laubach Literacy Fund. Available from New Readers Press, Box 131, Syracuse, New York 13210. 58p. 1964.

This introductory booklet on literacy covers such topics as the extent of American illiteracy, how to organize literacy workshops and councils, a review of literacy materials, the characteristics of the new literate, radio-TV literacy programs, and institutions offering literacy courses. Appendices include sample workshop schedules, a literacy teacher data sheet, a new literate's progress report, and a literacy workshop evaluation form.

A SURVEY OF THE PRESENT STATE OF PUBLIC SCHOOL ADULT ELEMENTARY EDUCATION IN THE UNITED STATES AND A FORMULATION OF PROGRAMS FOR USE IN ADULT ELEMENTARY EDUCATION. Willcox, Wanda Marie. Miami University, Coral Gables, Florida. University Microfilms Order No. 64-4032, price MF $2.75; xerography $7.49. Ed.D.Thesis. 160p. 1963.

This study aimed at surveying public school adult elementary education in the United States; developing a Minimum Program consisting of offerings considered by

the 50 state departments of education to meet minimum requirements for eighth-grade credit for adults, and designing an Adequate Program including both basic educational courses and enrichment courses consistent with the needs and objectives of adults at the elementary levels. A program intended to meet minimum standards for adult literacy in any state was designed from information on state policy sent by 50 superintendents; the Adequate Program was prepared with the assistance of experts. Eighty-three percent of the respondents found the former acceptable; 45% the latter. Another 34% found the Adequate Program acceptable with modifications.

PROFILES OF TWENTY MAJOR AMERICAN CITIES. Louria, Margot and Stokes, Marguerite D. Office of Programs for the Disadvantaged (DHEW). EDRS Order Number ED 019 379, price MF $0.50, HC $6.00. 118p. January 1968.

These profiles provide extensive data on poverty, population trends, education, welfare, crime, and unemployment in 20 major metropolitan areas. Fiscal year 1967 appropriations for elementary and secondary school activities, for basic and occupational training, and for community development are also listed. The population, poverty, and education indexes include data for white and nonwhite groups. The education indexes contain figures on the percentage of classroom teachers in public schools, on school expenditures, on student enrollment and on dropouts. General findings are briefly summarized.

THE HIGH SCHOOL DIPLOMA PROGRAM IN PUBLIC ADULT HIGH SCHOOLS. Hathaway, William Rainey. California University Microfilms Order Number 64-12,892, price MF $2.75, xerography $7.00. Ed.D.Thesis. 146p. 1964.

This study sought (1) to assess the development of adult high school graduation programs in cities with over 12,000 day students, graduation requirements in relation to regular high school requirements, and views of adult educators as to desirable adult diploma program; and (2) to make suggestions for such programs. Adult high schools apparently had no distinctive adult programs. They were typically four-year institutions; 13.3% were administered through day high schools; only 50% issued their own diplomas. According to 54.3% of the adult administration, adult high school programs have received recognition equal to that of day school. Acceleration by standardized testing and the granting of work experience credit were not done in many adult schools because of disapproval by a local or state education agency or an accrediting association. About 66% of the adult educators felt that the programs should reflect adult achievement and maturity through special courses, acceleration, and, in some cases, work experience credit; that initial assessment of adult needs is basic; and that curriculum should equip adults for rapid change and self-sufficiency.

PARTICIPANTS IN THE FIELD TEST OF FOUR ADULT BASIC EDUCATION SYSTEMS; A FOLLOW-UP STUDY. Greenleigh Associates, New York, N.Y. EDRS Order Number ED 030 021, price MF $0.50, HC $6.30. 124p. January 1968.

This followup study of the field test and evaluation of selected adult basic education systems begun in July 1966 and carried out in California, New Jersey, and New York, focused on the impact which the field test and other education and/or training programs had on the participants in terms of educational gain and retention, social awareness and functioning, and economic improvement Testing and retesting six and 12 months after the field test provided data on over 1,600 persons. Other data were obtained through in-depth interview with field test participants and teachers, nonparticipant welfare recipients, and personnel of various agencies. Findings on academic achievement, employment, income, welfare grants, interagency cooperation, and attitudes toward involvement

in the programs reinforced the results of the original field test with respect to the need for education and training for the functionally illiterate, and the necessity to upgrade and improve all aspects of adult basic education, including curriculums, teacher training, materials and supportive services.

LANGUAGE PROGRAMS FOR THE DISADVANTAGED, REPORT OF THE NCTE TASK FORCE ON TEACHING ENGLISH TO THE DISADVANTAGED. Corbin, Richard and Crosby, Muriel. National Council of Teachers of English, Champaign, Ill. Available from the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 61822. 337p. 1965.

In 1965, the National Task Force on Teaching English to the Disadvantaged observed and reported on 190 educational programs for the disadvantaged in all sections of the United States. The teaching of the English language and its many dimensions were studied--reading, basic literacy, spelling, writing, speaking, preschool language programs, and post school opportunities for adults. Programs at various educational levels, teacher education and program administration were reviewed. A commentary on the findings includes a discussion on group identity and educating the disadvantaged, social dialects, and contributions of linguists. Points of view and general recommendations are included. The appendixes contain selected references on educating the disadvantaged and language learning, an annotated list of selected bulletins and materials, and an index to programs, projects and participating schools.

ADULT BASIC EDUCATION. Barnes, Robert F. and others. National Council of Teachers of English, Champaign, Ill. EDRS Order Number ED 020 464. In LANGUAGE PROGRAMS FOR THE DISADVANTAGED, The National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822. 26p. 1965.

In 1965, the Task Force on Teaching English to the Disadvantaged tried to identify the problems in the field of adult basic education by visiting 35 programs in 15 states and collecting some 1,300 pieces of instructional material. Among the problems observed were the lack of written operational objectives designed around the students' goals and needs, broad and heterogeneous class structure, teachers recruited from elementary, secondary, and retired teachers, and married women, and an air of complacency toward the program. Particularly, there is a need to field test available materials and to provide adequate education for teachers. Teachers should know the economic, family, social, and psychological barriers for the disadvantaged and their reasons for attending classes. A training institute of a minimum duration of eight weeks could cover both the theoretical and practical aspects needed. It is necessary to recruit students on a person-to-person basis, there should be homegeneous grouping in classes, individual instruction, specially prepared materials, training for teaching English as a second language and adequate guidance.

PROMOTING LITERACY (In Reading and Inquiry. Conference proceedings of the International Reading Association, 10/430-443, 1965). Figurel, J. Allen, editor. 14p. 1965.

Six papers read at the 1965 Annual Conference of the International Reading Association dealt with promoting literacy--evaluation of adult basic education materials, requirements of Federally-funded adult literacy programs, the planning of programs for semi-illiterate adults, preschool diagnosis and intervention to prevent illiteracy, literacy activities for adults, and correction of adult socio-economic deficiencies through literacy education. (The document also describes a pilot project being conducted in Manhattan to identify and upgrade culturally disadvantaged children.)

OPENING THE DOORS; JOB TRAINING PROGRAMS. A REPORT TO THE COMMITTEE ON ADMIN-

ISTRATION OF TRAINING PROGRAMS. PART ONE - RECOMMENDATIONS AND SUMMARY FINDINGS. Greenleigh Associates, Inc., New York, New York. HEW-OS-67-61. 161p. February 1968.

As a result of a study of manpower programs which revealed waste, inefficiency, and duplication which to some extent, diminished their effectiveness, 25 recommendations are made calling for statutory changes in some respects and administrative changes in others. The formation of a single agency for administering the programs is not desirable or appropriate. In future, programing and funding of any new programs should be incorporated into the existing administrative framework. Rather than stripping away existing programs by legislative action, delegation of programs by agreement should be encouraged. A national manpower policy, both long-range and immediate in scope, should be articulated and should encompass various populations and different types of training. Sufficient funds should be allotted training programs to make significant inroads into the problems. The time period for funding should be longer than twelve months and the process simplified. Grants for planning, flexible utilization of funds, regional boundaries, program reports, evaluation, staff training, and the quality of training should be given attention. Programs authorized under the Economic Opportunity Act, Training Programs for Welfare Populations, Vocational Rehabilitation, and Apprenticeship should be improved.

OPENING THE DOORS; JOB TRAINING PROGRAMS; A REPORT TO THE COMMITTEE ON ADMINISTRATION OF TRAINING PROGRAMS. PART TWO - TEXT AND TABLES. Greenleigh Associates Inc., New York, N.Y. 290p. February 1968.

Data collected through interviews of top administrators and program staff officers in Washington, regional administrators and staff of Federal agencies in Kansas City and San Francisco, and officials of state departments provided first-hand information on virtually every training program in California and Missouri. The 31-program listing does not include Human Resources Development or Neighborhood Facilities; but includes Vocational Rehabilitation, National Apprenticeship, and Adult Basic Education. Funding is done annually. Administration of training programs has been largely consolidated within three cabinet-level departments and the consolidation is largely along functional lines. Many informal interagency committees of varying sizes perform a variety of functions. There is a great disparity between the number of persons served by job training programs and the number in need of training.

A STUDY OF SYSTEMS FOR TEACHING ADULTS READING SKILLS. Stanton, Paul E. University of South Carolina, Columbis. University Microfilms. Order Number 67-4109, price MF $3.00, xerography $5.20. Ph.D.Thesis. 105p. 1966.

This study investigated the effects of various reading systems on different age levels of adults whose tested reading ability was below the eighth-grade level. Analysis of data was accomplished through an analysis of variance of a three factor experimental design, which permitted an analysis both of main effects of the experimental variables and of the interactions created by the variables being studies. Findings of the study revealed that: (1) none of the experimental systems was significantly more effective than the Control system as measured by the Gates Reading Survey; (2) the Linguistic experimental system is significantly more effective in the teaching of reading rate than the Auditory Visual experimental system; (3) the age level below the mean age of the group improved their reading rate significantly more than the age level above the mean age; (4) none of the systems used was significantly more effective in the teaching of the total reading process; and (5) the Linguistic

system was significantly more effective than the Auditory Visual system in the improvement of reading rate. Standardized systems hold the teacher variable more constant, since they assist in constancy maintenance of the teacher variable, but do not hinder the individual teacher's efficiency. Therefore, a standardized system seems more stable than the teacher-made systems.

BASIC EDUCATION FOR THE DISADVANTAGED ADULT; THEORY AND PRACTICE. Lanning, Frank W., Editor and Many, Wesley A., Editor. Available from Houghton Mifflin Co., 2 Park Street, Boston, Mass. 02107. 422p. 1966.

Collection of readings representing the major areas of concern related to basic education for adults covering: (1) nature and extent of adult illiteracy in the United States; (2) social and psychological implications of illiteracy; (3) basic curricular area of reading (basic programs and instruction); (4) possible appropriate instructional techniques and provision of suitable materials and methods for the adult learner; and (5) a review of past and current projects in the United States dealing with illiteracy. Among the findings are that functional illiteracy is still a major problem in this country (according to the 1960 census, 23% of adults above 25 had less than eight years of education), and in terms of teaching materials available, there are too few aimed at the adult basic reader and few give a realistic picture of life for the culturally and economically disadvantaged population.

## B. State

CALIFORNIA PLAN FOR ADULT BASIC EDUCATION UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, TITLE II. California State Dept. of Education, Sacramento Bureau of Adult Education, EST 67. EDRS Order NumberED 015 418, price MF $0.25, HC $2.25. 43p

The plan includes specific guidelines for program proposals to qualify California for Title II funds and serve as a policy guide for state and local programs. It provides for secondary school districts to provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education for adults. Short term objectives include developing new approaches in recruitment and retention of lowest income adults and developing effective methods of reducing illiteracy and updating instruction. Emphasis will be on design of instructional programs, demonstration projects, and teacher training. Assistance will be given in developing curriculum materials and in coordinating school district activities with community action and work training programs. Long term plans will involve putting effective programs and techniques in practice throughout the state. Organization of the state plan administration involves duties and qualifications of the professional personnel, and custody and expenditures of federal funds.

BASIC EDUCATION FOR ADULTS. A REPORT OF THE CALIFORNIA STATE COMMITTEE ON BASIC EDUCATION. Koehler, Lawrence E. California State Dept. of Education, Sacramento. Bureau of Adult Education. EDRS Order Number ED 015 417, price MF $0.50, HC $4.35. 85p. 1967.

Adult basic education encompasses four stages-- (1) introductory, for the illiterate who is learning to read but who must also learn to listen and communicate, (2) elementary, for those with a foundation in communication skills who must develop vocabulary and social competencies and explore occupational interests, (3) intermediate,

with emphasis on further skill development based on individual educational and occupational goals, and (4) developmental, with courses leading to high school diploma and vocational training. Readiness for each stage can be assessed informally, through nonstandard, teacher-made tests, or through standard tests. Programs can be held in schools or elsewhere, but the site must be accessible, with room for small group instruction and individual work. A variety of teaching methods may be used within the laws of adult learning. The instructional program is outlined for oral and written communication, mathematics, social sciences, occupational planning, development of self, and vocational training. Skills and activities are presented for each stage. The list of instructional aids, screened by the committee of 1963, includes textbooks, films and filmstrips, aids for teaching handwriting and listening skills, readability formulas, achievement tests and programed materials.

ADULT BASIC EDUCATION IN CALIFORNIA, P.L. 89-750 (TITLE 3) ADULT EDUCATION ACT OF 1966. Progress report. Steeves, Roy W. Los Angeles Bureau of Adult Education Calif. EDRS Order Number ED 018 764, price MF $0.25, HC $1.25. 23p. March 1967.

This progress report on Federally funded adult basic education in California indicates program objectives, components, and appropriations; program effectiveness data tabulated according to cumulative and active enrollments; dropouts and completers; participant characteristics (sex, age, ethnic groups, educational background, and income); grade and age placement for the school month ending January 27, 1967; and educational testing services. Cost effectiveness data, based on costs for each enrollee, graduate or referral, dropout, and class and student hour of instruction, are given, together with reasons for the relatively low cost of the state program. Recommendations are made for continuation of the program at the 1966-67 funding of special pilot projects and advisory committees. The document includes projects and Federal allocations in 25 California counties and districts, and a list of project administrators.

COLORADO STATE PLAN FOR ADULT BASIC EDUCATION UNDER PROVISIONS OF ADULT EDUCATION ACT OF 1966 (PL 89-750, November 3, 1966). Colorado State Department of Education, Denver May 1967. EDRS Order Number ED 016 930, price MF $0.25, HC $2.45. 47p.

This State Plan outlines such organizational arrangements for implementing the Adult Education Act of 1966, as designation of the Colorado Department of Education as state agency, custody of funds, duties of the director and consultant, composition of the advisory committees, program goals and means of attaining them, and cooperative arrangements between the State educational agency and State health authority and anti-poverty efforts. Regulations for initiating special projects, teacher training, and research, State fiscal control and accounting procedures, and procedures for administrative review and evaluation are included.

THE FLORIDA STUDY OF VOCATIONAL-TECHNICAL EDUCATION. Florida State Department of Education, Tallahassee. EDRS Order Number ED 019 395, price MF $0.75, HC $7.10. 140p. 1965.

Analyses of factors that affect vocational, technical, and general adult education in Florida are presented through (1) analysis of available pertinent data concerning population growth and distribution, (2) factual presentation of the existing programs of vocational and technical education, (3) accumulation and classification of data showing needs for suitable trained personnel for various types of employment (4) projection of programs at various educational levels for specific training related directly to job needs, (5) inventory and evaluation of existing vocational and

technical shops and laboratories at high school centers and junior colleges, (6) analysis and projection of financial requirements to support an improved and more comprehensive program of vocational and technical education, (7) description and analysis of existing patterns of educational organization at state, area, and local levels, and (8) development and application of criteria for locating various programs and facilities for vocational-technical education in Florida. Recommendations for each level and each area of vocational-technical education include - (1) funds should be provided for the compilation of a comprehensive classified inventory of employment needs on a yearly basis, (2) periodic studies of vocational agriculture should be made in order that appropriate curriculums may be developed, and (3) an analysis should be made to determine which home economics programs for gainful employment are in greatest demand.

ADULT BASIC EDUCATION: A SUMMARY OF ACTIVITIES, JULY 1, 1967 - JUNE 1, 1968. Brady, Henry C., Jr. Florida State University, Tallahassee, Department of Adult Education. EDRS Order Number ED 022 137, price MF $0.50, HC $3.05. 59p. July 1968.

The population dealt with in this report comprises educationally disadvantaged people 18 years of age or over, who have not completed eight years of formal schooling. These fall in the following categories: illiterate, semi-illiterate, unemployed, and underemployed. The summary of the work done by the Department of Adult Education of Florida State University (July 1, 1967 - June 1, 1968) reflects the theoretical principles set out in the Adult Basic Education Curriculum and its Development, published by the same institution. Consequently, the emphasis is on literacy training as well as preparation of the individual for playing his many roles (parent, consumer, worker, citizen), in adult life. In this process, the training institute concentrated on the development of awareness of, and sensitivity towards, undereducated adults; development of individual kits by teachers; and attention to problems such as recruiting, retention, testing, evaluation, curriculum and development.

KANSAS STATE PLAN FOR ADULT BASIC EDUCATION (UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, TITLE 2, PART B). Kansas State Dept. of Public Instruction, Topeka. EDRS Order Number ED 012 000, price MF $0.50, HC $3.25. 63p. October 1965.

The Kansas Plan is designed to help establish new local adult basic education programs, and to expand and improve existing ones. Document includes provisions for quality control of instruction and of pilot projects, State of Kansas technical and supervisory services, aspects of Federal financial participation and control.

SURVEY OF ADULT BASIC EDUCATION IN NEW HAMPSHIRE. National Association for Public School Adult Education, Washington, D.C. EDRS Order Number ED 032 512, price MF $0.50, HC $4.40. 86p. 1969.

This 1968-69 survey of adult basic education (ABE) in New Hampshire sought to collect basic data, to provide an innovative survey approach, and to develop an effective means of program expansion for over 56,000 foreign born and other adults with less than an eighth grade educational level. Interviews were held and 21 ABE classes visited in nine communities; 18 ABE personnel furnished self-evaluations during course in Manchester; and briefings were held for ABE teachers and directors. ABE directors, teachers, counselors, and students were surveyed by questionnaire, and responses from 57 community leaders were also tabulated. Such program aspects as patterns of cooperation, program objectives, effectiveness of classroom techniques, teacher characteristics, student background and aspirations, selection of textbooks, scheduling, and testing were investigated. It was concluded that the overall program is beginning to meet the

needs of its clientele. Needs in leadership training, curriculum, methods, publicity, and cooperative planning were suggested, together with steps for back home implementation.

CONTINUING EDUCATION; A STATEMENT OF POLICY AND RECOMMENDATIONS BY THE REGENTS OF THE STATE OF NEW YORK. POSITION PAPER, 4. New York State Education Department, Albany. EDRS Order Number ED 032 505, price MF $0.25, HC $1.35. 25p. May 1969.

Proposals are set forth for New York State financial aid to adult basic, secondary, Americanization, and occupational education; funding of community service and continuing higher education; development of instructional materials, leadership, and staff; and a study of continuing education in colleges, universities, and other community and cultural organizations. Guidelines are offered for client participation, multi-agency cooperation, community education centers, and other aspects of new state programs. The document includes six tables and a list of position papers.

ADULT BASIC EDUCATION, NEW YORK STATE; A TWO YEAR STUDY, 1965-67. New York State Education Dept., Albany, Bureau of Basic Continuing Education. EDRS Order Number ED 027 463, price MF $0.50, HC $3.90. 76p. 1968.

The New York State adult basic education program (funded under Title III, P.L.89-750) was studied during 1965-67 to ascertain whether the target population was being reached, compare effectiveness of different programs; estimate time expectancies needed by individuals to attain functional literacy, learn if sociological and physical variables of students affect academic growth, and determine operating costs through cost analysis. Data were obtained from local and state registration and test forms, including two forms of the Stanford Achievement Test. Results included the following: (1) students receiving programed instruction only had the best attendance; (2) the three special learning laboratories held were successful as demonstration centers and can serve as a guide for future centers; (3) increased enrollments at the 0-4 reading levels showed that the target population is being reached; (4) age, class level, attendance, and a schedule of 6-9 class hours weekly correlated significantly with reading achievement, but sex did not; (5) 80.2% of operating costs were directly related to instruction.

STATE PLAN FOR THE ADULT BASIC EDUCATION PROGRAM UNDER THE ADULT EDUCATION ACT OF 1966. Nevada State Department of Education, Carson City. EDRS Order Number ED 022 992, price MF $0.25, HC $1.50. 28p. 28 April 1967.

SOUTH CAROLINA STATE PLAN FOR ADULT BASIC EDUCATION, ADULT EDUCATION ACT OF 1966 (TITLE III OF P.L. 89-750). South Carolina State Department of Education, Columbia. EDRS Order Number ED 023 963, price MF $0.25, HC $1.50 28p. 1967.

GUIDE FOR PUBLIC EDUCATIONAL AGENCIES IN PLANNING AND CONDUCTING ADULT BASIC EDUCATION PROGRAMS. Texas Education Agency, Austin. EDRS Order Number ED 027 475, price MF $0.25, HC $1.40. Revised edition. 26p. June 1968.

Provisions of Title III of the Elementary and Secondary Education Act entitled "Adult Education Act of 1966" charge the Texas Education Agency with responsibility for state administration of adult basic education programs in accordance with a plan approved by the State Board of Education and the United States Commissioner of Education. This guide has been prepared to help local public

educational agencies organize and conduct such programs.

AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM IN WYOMING: A FOLLOW-UP STUDY. Schrader, Gene. EDRS Order Number ED 028 761, price MF $0.25, HC $2.50. 48p. November 1968.

The Wyoming State Department of Education interviewed as many students as could be contacted who had enrolled in any of the Adult Basic Education programs in the state between fiscal 1966 and 1968. Respondents had a generally favorable attitude toward the programs and most expressed a desire for further study. Little change in reading habits was noted, and the data were considered inadequate to conclude that any of the programs were a factor in job mobility, job tenure, or financial change. The study indicated that selection of teachers, texts and materials should be more rigorous, that the programs should be advertised through the mass media, and that annual follow-ups should be conducted.

ORGANIZATION FOR SERVICE IN ADULT AND CONTINUING EDUCATION. Laws, Ruth M. Delaware State Department of Public Instruction, Dover. Division of Adult and Continuing Education. Position paper presented at the Inservice Workshop for State Department of Public Instruction Personnel, January 23, 24, 1969. EDRS Order Number ED 028 361, price MF $0.25, HC $0.80. 14p.

Educational philosophy and planning in the Delaware Department of Public Instruction must be conducive to broadly based adult and continuing education, especially for the large proportion of Delaware adults who are undereducated and disadvantaged. Local school district responsibility should include budgeting, staffing, promotion, and program planning.

C. Local

THE E.O.A. BASIC EDUCATION COMMUNITY IN JOHN ADAMS ADULT SCHOOL, 1965-1966. San Francisco Unified School District, California. EDRS Order Number ED 015 351, price MF $0.75, HC $8.35. 165p. 1967.

Data from the Department of Social Services and school files are presented on 99 students (90 percent) referred by the agency to the basic education program at the John Adams Adult School. Over 60 percent were Negroes, with Whites, Mexicans, and American Indians also represented. The majority were from southern states, 37 percent were divorced or separated, with the highest attendance in this group. The males were under 19 and over 40 while females ranged throughout the age groups. Two thirds of the group claimed grade completion ranging from eight to ten, but results of achievement tests on entrance clustered around grades five and six. Median intervening time of last schooling and this program was ten years. Eighty percent were not working at paid jobs. Half had enrolled in the course to continue their education, but half continued in attendance just under four months, mainly dropping out because of failure. Most of the participants felt the program very worthwhile. It was recommended as a result of the study that -- (1) the educational and welfare programs should be coordinated, (2) more males between 20 and 40 should be recruited, (3) more records be kept by teachers, (4) better testing procedures, including performance tests, should be used, and (5) more adults from ethnic minorities should be employed in certified positions. (Document includes six case studies and appendixes.)

FINAL REPORT ON MDTA BASIC EDUCATION AND VOCATIONAL CLASSES OF THE WORK TRAINING PROGRAM, INC., 1965-67. Santa Barbara City College, California Adult Education Division. EDRS Order Number ED 026 067, price MF $0.25, HC $1.75. 33p. November 1967.

This report describes a cooperative effort by a city college, a private group (Work Training Program, Inc.) and government agencies to rehabilitate local, long-time unemployed families. The project concentrated on basic education and three vocational courses: gardener/groundsman, custodian/porter, and home attendant. Other vocational courses were requested, but were discouraged locally or rejected by the state. The staff used flexible teaching methods, much personal counseling, and many field trips to lessen the alienation and despair felt by most of the trainees. Many tests were used, but both they and the classes were kept as informal as possible. Details of all methods and results are given. The principal finding was that basic education was far more effective than vocational training in job placement, for those classes had been used to teach not only mathematics and language, but also group participation, civic awareness, and self-respect. Another conclusion was that vocational programs should aim toward higher-status jobs, rather than low-level, menial ones. The staff felt that emphasis on self-development through involvement and informal counseling was the most important factor in rehabilitation. Many families were removed from the welfare rolls after two or three generations. The hazards and limitations, as well as the accomplishments, of this program may serve as a guide for other local cooperative efforts.

AN ANALYSIS OF THE CHARACTERISTICS OF THE UNEMPLOYED AND UNDEREDUCATED AS THEY RELATE TO PROGRAM PLANNING FOR CONTINUING EDUCATION IN MODESTO. REVISED ADULT EDUCATION PROGRAM PLAN. Modesto Junior College, California, Adult Division. EDRS Order Number ED 020 452, price MF $0.50, HC $3.95. 77p. December 1963.

In this revised report, characteristics of low income groups in the Modesto, California, area are described and an educational program based on implications of these characteristics is proposed. Existing resources for an immediate educational attack on the problem are assessed, a projected adult education program for the South and East Modesto areas is developed, and efforts to carry out earlier proposals are described. Such socioeconomic data as seasonal versus full time employment, the extent of agricultural and other employment, wage and employment potential, family and individual income, patterns of welfare aid, rates of unemployment, ethnic and age groups, and housing are given for Modesto and for Stanislaus County. Educational levels are indicated for all South and East Modesto residents, and for those enrolled in adult education classes, together with the above kinds of information. Elements of the proposed program and outcomes to two programs (1963) for welfare recipients are described. An experimental project proposal to the Area Redevelopment Administration is included.

A COMPREHENSIVE PROGRAM OF ADULT BASIC EDUCATION. Hartshorn, Samuel W. La Puente High School District, California. Available from the California State Department of Education, Sacramento 95814. 272p. July 1968.

As part of a statewide investigation into the adult basic education (ABE) program of 1967-68, this study was made of the La Puente (California) Adult High School to improve the program and to document the relationship of adult basic education to a comprehensive adult education program including an adult vocational center. The program was proven valuable by the social involvement of the students shown in the removal of people from welfare and the increase in income and the student's improved self-image and social awareness. Recommendations were that counseling should be expanded, there should be more inservice training for teachers, more efficient record keeping, alleviation of transportation problems, closer identi-

fication of the program with vocational and academic education, team teaching and the use of aides, and instruction in money management.

A LITERACY PROGRAM FOR ADULT CITY CORE ILLITERATES: AN INVESTIGATION OF EXPERIENTIAL FACTORS...; THE DEVELOPMENT OF AN INSTRUMENT TO PREDICT SUCCESS...; AND A STUDY OF THE INITIAL TEACHING ALPHABET... . FINAL REPORT. Brown, Don A. and Newman, Anabel P. U.S.Office of Education, Bureau of Research, Washington, D.C. EDRS Order ED 026 619, price MF $1.00, H $10.05. 199p. October 1968.

This study involving 207 adult city-core illiterates from Buffalo and Niagara Falls, New York, reading below third grade level, examined (a) educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs; (b) a study of the use of i.t.a. with adult-centered materials paced to adult learning rates and providing training for teachers; and (c) identification of variables predictive of reading gain. Standardized tests and tests of potential which were used showed the subjects lacking a number of skills helpful to efficient and effective test taking. They usually had a low level of general information, as well as low skills level. Visual acuity was often inadequate. Gains by the experimental group were not significantly greater than those of the control group; however, the child-oriented standardized testing instruments were considered inadequate. A relatively higher level of communication in the background and reading-oriented present family situations were the most valuable predictive variables. Recommendations are included concerning combination research programs, linguistic analysis, recruitment, adult materials, teaching training, readability formula for adults, a materials study, methodology, and testing.

CONSOLIDATED EDISON AND THE "HARD CORE". Luce, Charles F. In Training in Business and Industry; v6 n3 p46-53, March 1969.

Consolidated Edison, with the cooperation of the Utility Workers Union of America, has provided training programs for the hardcore unemployed and high school dropout in New York City and Westchester County. The most recent on the job training program was Federally funded under the new Manpower Act, Title 3, and supplemented with an educational system, MIND, (Methods of Intellectual Development) for development in basic language and mathematics. Trainees received $1.87-1/2 per hour for 26 weeks including a full week of orientation and motivation, followed by 15 weeks of the MIND program. Program promotion involves tours of company plants to show job opportunities and presentations at area junior and senior high schools. Emphasis is placed on having a concerned supervisor of the MIND program, dwelling upon success experiences and obtaining feedback. Results have shown that these trainees are better new employees than other regularly hired employees, suggesting that similar orientation, motivation, and training would benefit all newly hired personnel.

AN INDUSTRIAL PROGRAM FOR NON-HIGH SCHOOL GRADUATES; IBM KINGSTON PROVIDES HIGH SCHOOL EQUIVALENCY PROGRAM. Viglielmo, Jules D. In Training and Development Journal; v22 n9 p19-23. September 1968.

For five years at the Kingston, New York IBM plant, employees who never finished high school were encouraged to take a high school equivalency course offered at the plant. High school teachers experienced in teaching adults were used instead of plant instructors, so the program would seem entirely voluntary to employees. No grading was done, since the employees had high school diplomas as goals. The classes usually met 2-1/2 hours a week for 20 weeks. For the five years ending with the fall of 1967, 78% of the employees who decided to take the State High School Equivalency examination passed it, contrasted to the state average of

66% passing for the same time interval. The course has helped lay a foundation for retraining in many cases.

NEW YORK'S PUBLIC SERVICE CAREERS PROGRAM. Schrank, Robert and Stein, Susan. In Training and Development Journal; v23 n6 p26-31, June 1969.

The New York City Public Services Careers Program (PSCP) has been attempting to give unskilled, unemployed persons jobs and career opportunities in health, education, and the social services, as well as educational upgrading through high school, personal and group counseling, and assured placement in a job with a future. Of the total number of participants, 89% were female, 74% had a measured reading level of Grade 8 or higher, and half were receiving public assistance. Academic education, organized and administered by the City University of New York, centered on preparation for the High School Equivalency Exam, English instruction for Spanish speaking trainees, and human relations. Problems in setting selection criteria, staffing and role definition, trainee relationships with counselors, choice of job sites for trainees, interaction with regular professional personnel in employing agencies, and subsequent hiring and upgrading had to be confronted. However, despite such problems and the need for further refinements, many PSCP educational and career development objectives have been reached, and issues formerly unclear have been carefully examined.

LITERACY TRAINING AND JOB PLACEMENT OF HARD-CORE UNEMPLOYED NEGROES IN DETROIT. Patten, Thomas H., Jr. and Clark, Gerald E., Jr. Wayne County (Michigan) Bureau of Social Aid; University of Detroit, sponsors. In The Journal of Human Resources; v2 n1 p25-36, Winter 1968. 22p.

In 1965 a study conducted to test the relative effectiveness of the use of the initial teaching alphabet and traditional orthographic approaches to reading among 53 hard-core, functionally illiterate, unemployed persons (largely Negroes) in Detroit, found differences in the appropriateness of the two mediums. A followup study in spring of 1966 was conducted to determine job placement and general social adjustment of the participants; six had obtained jobs and many of the remainder were continuing in the literacy training programs. It was also found that extended joblessness still existed and achievement of literacy and job placement remain distant goals for the hard-core unemployed, corroborating research conducted in other cities and at different times.

RECOMMENDATIONS FOR "MODEL SCHOOLS" PROGRAM FOR 1968-1969 SCHOOL YEAR AND LONG-RANGE PLANS FOR ADULT EDUCATION CENTER. Mulvey, Mary C. and Schaefer, Carol. Providence Public Schools, Rhode Island, Adult Education Department. EDRS Order Number ED 028 336, price MF $0.50, HC $3.05. 59p. June 1968.

The preliminary report provides suggestions for improvement and expansion of adult and continuing education programs, cultural enrichment, and guidance services to raise the educational and economic level of the Providence Community. Short range goals emphasize meeting the needs of the lower income groups through Adult Basic education and English as a second language, high school equivalency, job retraining, womens education, and educaion for leisure and retirement. Long range goals include formal credit courses beyond high school level, studies for everyday living, training for volunteer work and community leadership, counseling and guidance programs, and career oriented adult education. Current programs are described and include Project ARISE (Adult Referral and Information Service and Education), Community Schools, Central Evening School, Office of Guidance and

Placement, and the Transitional Room. Recommendations for funding a short range program beginning September 1968 include publication and distribution of the ARISE Directory, coordination and supervision of Community schools, enlarging the scope of the TV High School, the addition of Movie High School, and provision of additional transitional rooms to provide an adult atmosphere. Long range plans and a list of advisory committee members are also included.

EVALUATION OF AN EIGHT WEEK ADULT EDUCATION PROGRAM. Wasson, John B. Ramsey County Welfare Department, Saint Paul, Minnesota. Work and Training Program. EDRS Order Number ED 021 194, price MF $0.25, HC $1.70. 32p. September 1965.

As part of a training program for families receiving public assistance, and eight-week summer adult educaion program for 54 students was conducted in 1965 by the Ramsey County (Minnesota) Welfare Department and the St. Paul Public Schools under Title V of the Economic Opportunity Act. Each day's program included a staff planning period, an assembly during which such topics as finding a job, budgeting, and citizen responsiblity were discussed, instructional periods in reading, mathematics, and vocational guidance-human relations, and a library and counseling period. At the end of the sprogram, the composite grade level on the Gates Reading Survey increased from 9.2 to 10.5, the grade level in arithmetic increased from 5.8 to 8.3, and there were no significant changes in students' responses to an experimental value scale. Thirteen students passed the GED high school equivalency test and 18 failed. Although there were no correlations with GED performance and number of school years completed, students with reading grade levels below ninth grade prior to the program were unable to pass the GED after eight weeks of instruction, while those with a prior grade level of 10.0 or higher all passed. The comments, both formal and informal, of students and their counselors were highly favorable.

THE UNIVERSITY OF MISSOURI ADULT BASIC EDUCATION SYSTEM. Mocker, Donald W. and Veri, Clive C. Missouri University, St. Louis, Extension Division. EDRS Order Number ED 030 048, price MF $0.50, HC $5.00. 98p. 1969.

The University of Missouri adult basic education (ABE) system, developed from the ABE laboratory with the help of Title III funds, consists of a series of subsystems designed to effect behavioral change in undereducated adults through and individualized flexible approach to learning. The subsystems of diagnostic testing; individual counseling, teaching-learning, achievement testing, and group counseling workshops are structured around the psychological and curricular principles of: individualized learning; meangful and practical adult curriculum; a variety of instructional media; a threat-free learning environment; immediate feedback; active learning situations; and sensitized teachers, aides, counselors, and researchers. Specific curriculums for reading, language, mathematics, and social studies are presented with suggested published materials. The counseling workshop curriculum consists of group activities which are entirely learner centered. A counselor guides learners through units they have devised, utilizing role playing, class talks, panel discussion, guest speakers, films and teacher made materials.

ADULT BASIC EDUCATION PILOT PROJECT. Texas University, Austin; Extension Teaching and Field Service Bureau; Texas Education .gency, Austin. EDRS Order Number ED 030 829, price MF $0.50, HC $3.30. 64p. June 1969.

The adult basic education program of the Texas Extension Division of Texas University was organized to provide educational opportunities for at least 200 undereducated adults, evaluate materials and teaching techniques in actual class-

room use, develop a student record and progress chart for reporting and evaluation in local projects, explore student placement, and identify means of recruiting students. Adult basic education and New Careers classes were set up in Austin, with two full time teachers working with part time teachers and teacher aides. Face-to-face recruiting, especially by adult students themselves, has been effective. The wide Range Achievement Test (WRAT), the Standard Oral Reading Paragraph test (SORP), and the Adult Basic Learning Examination (ABLE) are used in placement. Instruction, including team teaching, is given at Levels A (for those with minimal reading skill or little or no command of English); B, at the Grade 4-6 level; and C, for those averaging at least 7.0 on the WRAT and SORP. Numerous short films and filmstrips and such publications as the Mott Basic Language Skills series are among the equipment and instructional materials used.

A CLIMATE OF CHANGE, COMMUNITY ACTION IN NEW HAVEN. Farrell, Gregory R. Rutgers, The State University, New Brunswick, New Jersey. Urban Studies Center. EDRS Order Number ED 017 768, price MF $0.50, HC $4.25. 83p. August 1965.

Community Progress, Inc., a nonprofit community action corporation was established in New Haven, Connecticut, in 1962, with a three year Ford Foundation grant. It has undertaken programs of employment, education, and social services, emphasizing involvement with the poor on a clos, informal, neighborhood basis. Social, vocational, health, educational, legal, and recreational needs are served by community schools open 14 to 16 hours daily, and by neighborhood centers. Major activities conducted include middle-skill technical training, fundamental education, general vocational training, counseling for adults and recent school dropouts, and cultural enrichment for preschool and school children. Document includes review of earlier urban renewal and antipoverty efforts in New Haven, an outline of Community Progress, Inc., operating divisions and liaison with other agencies, and general discussion of achievements.

EVALUATION OF AN ADULT BASIC EDUCATION PROGRAM IN A SOUTHERN RURAL COMMUNITY Aker, George F. and others. Florida State University, Tallahassee, Department of Adult Education. EDRS Order Number ED 030 783, price MF $0.50, HC $5.30. 104p. March 1968.

A study was made of adult basic education in a Southern rural community to determine characteristics of students and instructional staff; grade level progression, rate of dropout student satisfaction, and appraisals of instructional staff; and the relationship between program success and characteristics of students and instructional staff. Data were collected via questionnaires, standardized tests, and interview schedules from a 1/3 random sample of students (305 persisters and 116 dropouts) and 77 teachers and teacher aides. Student gains in grade level scores were significant; nearly 3/4 stayed in the program; they were satisfied with the program; and staff were generally satisfied with student progress. Factors which seemed to favor achievement were being middle aged, having no prior school experience, and being of rural residence. Dropouts were likely to be young, with no family responsibilities, and not too committed to a particular line of work. Staff characteristics differences between "high" and "low" achieving centers were slight but it seemed that a disproportionate share of "high" center teachers expressed concern for the problem of individualization.

HOW COMPANIES ARE HELPING THE UNDEREDUCATED WORKER. Gassler, Lee S. Available from American Management Association, Inc., 135 West 50th St., New York, New York

10020. Reprint from PERSONNEL, July/August 1969. 12p.

In 1966, Eastman Kodak, which was already conducting special training for undereducated workers, enlisted the services of the Board for Fundamental Education (BFE) in adult basic education. The BFE used it System for Success, designed to raise students four grade levels within 150 classroom hours. Candidates were chosen by standardized test results and by high motivation, disadvantaged background, current unemployment or underemployment, and underachievement or incompleteness in formal education. The BFE method entailed elimination of the usual competitive classroom situation, use of symposium type classes, intense student involvement, regular assurances of progress, flexibility, and high-interest material. Trainees entered one of five industrial training programs, including up to 120 hours of leading to Level I (grade 5 level) and Level II (grade 8 and beyond). Some regular employees have also participated. Average reading gains have been 1.4 years for trainees and 2.7 years for regular employees; average arithmetic gains, three years and four years, respectively. The dropout rate has been under 25%.

EFFECTS OF GENERAL EDUCATION IN MANPOWER PROGRAMS (In JOURNAL OF HUMAN RESOURCES, v1 n1 p39-44.) Brazziel, William F. EDRS Order Number ED 015 400. 6p. 1966.

A study was made to identify, in the posttraining performance of two groups of graduates of a training program, differences that might be attributable to basic education experiences. Ninety men-- 45 in each group (combined general and technical education, Group A, and technical education alone, Group B)-- completed Manpower Development and Training Act courses in Norfolk, Virginia. Group A enrollees spent half of each day receiving systematic instruction in reading improvement, language arts, number skills, occupational information, and human relations skills, and half of each day learning a technical skill. Group B spent half of each day in technical classes plus an hour a day in supervised (but not guided) study. Two control groups were also provided. In follow-up interviews a year after training, Group A trainees were found to surpass Group B in terms of employment (95 percent versus 74 percent), average weekly wages ($83.00 versus $71.00), promotions on the job (31 percent versus 25 percent), occupational mobility, variety of means used to seek employment, and rapid gains in academic and technical ability.

DEMONSTRATIONAL FEATURES OF THE TUSKEGEE INSTITUTE RETRAINING PROJECT. VOLUME 1. Tuskegee Institute, Alabama. EDRS Order Number ED 022 083, price MF.$0.75, HC $7.50. 148p. September 1965.

This 52-week Tuskegee Institute project, undertaken in 1964 to train a sample of culturally deprived male heads of households in Alabama, included vocational skills (brickmasonry, carpentry, farm machinery, and meat processing), academic skills (mathematics, English, and remedial reading), group, individual, and family counseling, medical care, and job development, placement, and followup services. Fifty percent of the trainees lived on campus while the others commuted. Intensive teaching and counseling were needed since most trainees were functioning at or below the eighth grade level and were being brought into a basically alien environment. The trainees, almost all aged 21-50, were grouped by learning potential, and special academic courses were designed for each skill. Lectures, films, and field trips were also provided. Trainee autobiographies, class day and graduation activities, exhibits, participation in high school equivalency examinations, and the job placement rate (121 out of 166 by September 1965) were generally indicative of program success. Resident trainees performed significantly better, had less absenteeism and fewer personal problems, and showed more regard for personal characteristics, than nonresidents.

FOLLOW-UP OF MDTA E AND D PROJECT CONDUCTED BY TUSKEGEE INSTITUTE. Johnson, Louise A. Bureau of Social Science Research, Inc., Washington, D.C. EDRS Order Number ED 016 084, price MF $0.50, HC $5.10. 100p. May 1967.

An experimental and demonstration project designed to provide basic education, job training, counseling, and job placement for 180 Negro males was conducted between June 1, 1964 and May 31, 1965, at Tuskegee Institute, a predominantly Negro private college in Alabama. The trainees were between the ages of 16 and 50, rural residents, heads of households, unskilled, unemployed or underemployed, below the eighth grade level in reading ability, and earned under $1,200 annually. Followup data was provided by interviews with 127 trainees, project staff, and community leaders. The conclusions included (1) the outcome of the project, for many trainees, was a high level of occupational competence which was reflected in their high rates of employment, training-related employment, and after-training wage levels, (2) the difficulty in recruiting the hard-core unemployed was partly attributable to the strong dependency relationships between the very poor and their farm landlords, (3) the project staff would have benefited from more time to recruit and hire teachers who knew the problems of deprived adults, (4) the project would have been more effective had trainees been given financial support during the placement phase, and (5) the division of project responsibilities between the director and assistant director was highly effective and could serve as a model for similar projects. It was recommended that contracts be written and programs designed to provide some flexibility in length of training time, self-selection of training area be considered, some provision be made for trainees to acquire a work record, and at least two persons be working on job development from the time the project begins.

A PILOT STUDY OF THE OPPORTUNITIES INDUSTRIALIZATION CENTER, INC. OF PHILADELPHIA, PENNSYLVANIA. Greenleigh Associates Inc., New York. Available from the Clearinghouse for Federal Scientific and Technical Information. MF $0.65, HC $3.00. 151p. 30 August 1967.

A 1967 pilot study of the Opportunities Industrialization Center, Philadelphia, Pennsylvania, examined administrative structures and functions, program components, participant characteristics, relationships with employers, employment services, and other pertinent community groups and agencies, and the impact of the program's self-help philosophy on trainees during training and after placement. A liberal trainee selection policy, and notable successes in motivating unskilled, undereducated, relatively young persons among the hard core unemployed (largely Negro) to pursue training for industrial employment, represented a distinctive contribution to manpower training. The key element was the feeder program of prevocational training, OIC's largest program. Major program weaknesses lay in job referral practices, lack of time for staff consultation and planning, unsuitable division of authority and responsibilities, poor liaison between job developers and industrial and labor relations officers, limited ability of trainees to meet production requirements, and inconsistent reporting.

## II. HISTORY

ADULT BASIC EDUCATION; A HISTORICAL PERSPECTIVE. Kulich, Jindra. In CONTINOUS LEARNING; v7 n6 November/December 1968. Speech presented at a National Seminar on Adult Basic Education held at Elliot Lake. 9p. 1968.

A review is given of the historical background of adult basic education, which has functioned in all periods of history, in various institutions, and in several countries, with varying degrees of success.

APPRENTICE IN GRAY: ADULT EDUCATION IN THE CONFEDERACY. Puder, William H. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969. EDRS Order Number ED 026 600, price MF $0.25, HC $1.40. 26p. February 1969.

An exploration was made of several types of adult education within the Confederate States of America during 1861-1865, and of socioeconomic and cultural background factors. Results of this study support the contention that adult education tends to develop in response to a social crisis or other urgent need.

IN QUEST OF KNOWLEDGE; A HISTORICAL PERSPECTIVE ON ADULT EDUCATION. Grattan, C. Hartley. Association Press, 291 Broadway, New York, N. Y. 10007. 344p. 1955.

A historical perspective is presented on adult education in the Western world, especially in the United States from the colonial period to the 1950's. Reflections on the social context of adult education are followed by background material on preliterate, classical, and medieval learning experiences.

FARM, MILL, AND CLASSROOM, A HISTORY OF TAX SUPPORTED ADULT EDUCATION IN SOUTH CAROLINA TO 1960. Hardy, Norfleet. Available from the College of General Studies, University of South Carolina, Columbia. $6.95. 217p. 1967.

The agrarian tradition, the British legacy of aristocratic ideas, and the entrenchment of conservative attitudes following the Civil War were all inhibiting factors to educational progress in South Carolina until, early in the twentieth century, they precipitated the need for publicly supported literacy training and other remedial programs. Recently, as South Carolina moved from an agrarian economy to a more complex industrial economy, social, economic, political, and general cultural changes have resulted in publicly supported adult education in the state--public school adult education (public night schools), opportunity schools (residential institutions based on the folk school), and university extension. Federal aid has stimulated state and local support for adult education, but its emphasis on vocational programs, by creating a dichotomy between general and vocational education, has also had a negative influence. Forces hindering the growth of adult education in South Carolina are the low economic status of the State, the lack of compulsory school laws, the marginal status of adult education, and the temporary, emergency nature of Federally supported programs.

THE IMMIGRANT AND THE SCHOOL IN NEW YORK CITY; A PROGRAM FOR CITIZENSHIP. Farrell, John Joseph. Stanford University, Palo Alto, California. Available from University Microfilms, Order No. 68-6514, MF $3.00, Xerography $9.00. Ed.D.Thesis. 196p. 1967

A study was made of the nature of immigrant education in New York City during the years 1895-1915 and its impact on American education. Citizenship education grew from a narrowly conceived course in 1900 to a total concept of public education by 1915, and changed further during and after World War I to meet the desire for national unity and the need for self-understanding. Teachers were often ineffective with immigrants because of cultural bias and inadequate training and understanding. Parochial schools were important in transmitting national cultures; the Federal government, immigrant associations, churches, voluntary agencies, and individuals greatly aided in Americanization. Immigrant education caused major changes in public education, including health programs, social studies programs, and new democratic teaching methods. The study concludes with an investigation of the Puerto Rican educational problem in New York City today.

ADULT EDUCATION IN BRITISH COLUMBIA (Special Issue of JOURNAL OF EDUCATION OF THE FACULTY OF EDUCATION, University of British Columbia, Number 10, April 1964). Verner, Coolie, editor. British Columbia University, Vancouver, Canada. 109p. 1964.

This journal issue reviews the overall development of adult education in British Columbia from the late nineteenth century to the present, traces the growth of university extension during the period 1915-1963, discusses recent trends and activities in vocational and nonvocational public school adult education, rural and agricultural extension, and group discussion programs (the Great Books groups and the University of British Columbia Study Discussion project), together with a comprehensive scheme of medical continuing education being undertaken within the province.

INDUSTRIALIZATION, IMMIGRANTS, AND AMERICANIZERS, THE VIEW FROM MILWAUKEE, 1866-1921. Korman, Gerd. The State Historical Society of Wisconsin, Madison. Available from The State Historical Society of Wisconsin, Madison, Wisconsin. 234p. 1967.

During the late nineteenth century, attempts were made in Milwaukee and elsewhere in the nation to improve relations between industrial employers and their immigrant workers. These attempts consisted largely of company-sponsored recreational and welfare activities marked by informality and paternalism. After 1900, however, came more systematic safety, health, and welfare programs by such companies as Illinois Steel, Allis-Chalmers, and International Harvester. Methods and materials for safety and health education were often designed to cope with the many languages and the alleged cultural and mental limitations of semiskilled and unskilled workers from eastern and southern Europe. In addition, labor militancy, industrial change, and the outbreak of World War I spurred the creation of English classes and intensive Americanization campaigns in industry, especially in the United States Steel Company and the Ford Motor Company. Socioeconomic and occupational patterns and conditions among various Milwaukee ethnic groups during the decades of heaviest immigration are also documented.

## III. INFORMATION SOURCES; RESEARCH REVIEWS

PUBLIC SCHOOL ADULT EDUCATION, 1. (Current Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, New York. National Association for Public School Adult Education, Washington, D. C. EDRS Order Number ED 016 154, price MF $0.25, HC $0.90. 16p. January 1968.

An annotated bibliography of documents concerned with training and retraining of adults and out of school youth in the area of adult basic and secondary education, most of them dated 1966 or 1967.

ADULT EDUCATION AND THE DISADVANTAGED ADULT. Anderson, Darrell and Niemi, John A. ERIC Clearinghouse on Adult Education, Syracuse, New York. EDRS Order Number ED 029 160, price MF $0.50, HC $5.65. 111p. April 1969.

The concern of this study was to examine the role of education in altering the social and personal characteristics of disadvantaged adults. Data were collected through a review of the literature and have been limited mainly to research reports on remedial adult education programs. Findings showed that the disadvantaged, who are hampered by psychological disabilities, have the lowest incomes, the largest families, the poorest education, the highest incidence of ill health, the least chance of employment, and little promise of a better future. Largely because of discrimination, the poverty subculture is compelled to evolve its own way of life, and programs of change seem doomed if they adhere to established patterns of contact. These programs should cope with the fundamental problem of overcoming the resistance of the disadvantaged to education. Specific details of educational planning to solve the problems inherent in programs designed for such adults are unavailable because of the scarcity of research.

ADULT BASIC EDUCATION. Knox, Alan B. Columbia University, New York, Teachers College. EDRS Order Number ED 015 392, price MF $0.50, HC $3.10. 60p. November 1967

This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to Federal funds either directly or indirectly.

THE NEED FOR AN ADULT BASIC EDUCATION CENTER. An interim report to the Advisory Committee on Adult Basic Education. Franck, Dorothea Seelye. Educational and Cultural Center, Liverpool, New York. EDRS Order Number ED 020 470, price MF $0.25, HC $2.20. 42p.

The need for an Adult Basic Education Center is illustrated by statistics on illiteracy in the United States from the 1960 census. Eleven percent of adults were functionally illiterate and nearly 2.3 million had never been enrolled in a school. Concern to eradicate illiteracy in other parts of the world is shown in UNESCO's resolution and America's private and government support for the cause. Within the United States, however, only a sporadic attack had been made on undereducation until the mid 1960s. Congressional acts have provided for adult basic education and several states have set up programs. There is urgency for special literacy materials and there should be cooperation between publishers and school systems. The Office of Education has recognized the need for a center to develop and distribute materials and is considering the establishment of regional

distribution centers. The proposed center in Syracuse, New York, could carry out research and development projects and collect and distribute existing materials. It could work closely with educational and cultural agencies in the community and coordinate their activities with those of other agencies in the state and country.

PACESETTERS IN INNOVATION. U.S.Office of Education, Bureau of Elementary and Secondary Education, Washington, D.C. Published Annually. Available from U.S. Government Printing Office, Washington, D.C. $2.50.

This annual report presents information on Projects to Advance Creativity in Education (PACE) approved during each fiscal year. The projects were abstracted according to the format followed by the Program Development and Dissemination Branch, Bureau of Elementary and Secondary Education, and were indexed according to principles developed in the Educational Resources Information Center (ERIC). The report includes a subject index, local education agency index, project number index, project resumes, and a section on ERIC products and services.

CANADIAN ADULT BASIC EDUCATION. Brooke, W. Michael, Comp. Canadian Association for Adult Education, Toronto, Ontario. EDRS Order Number ED 029 225, price MF $0.25, HC $2.70. 52p. 1969. "Trends" is available from the Canadian Association for Adult Education, Corbett House, Sultan Street 21-23, Toronto 5, Canada. Single issues $2.00; Yearly subscription (4 issues) $6.00.

This issue of "Trends", a publication of the Canadian Association for Adult Education, is a collection of abstracts on basic education (ABE). It covers teachers and teacher training, psychological factors relating to the ABE teacher and students, manuals for teachers, instructional materials, curriculum, libraries and ABE, program descriptions, and other phases of ABE.

PUBLISHED RESEARCH LITERATURE IN READING, 1950-1963. Summers, Edward C. and others. Indiana University, Bloomington. ERIC Clearinghouse on Reading. EDRS Order Number ED 012 834, price MF $1.50, HC $20.00 398p. November 1967.

This bibliography presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the reading research center of the University of Chicago. It covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading.

STORING AND SEARCHING READING RESEARCH BY COMPUTER. Summers, Edward G. Indiana University, Bloomington. EDRS Order Number ED 018 354, price MF $0.50, HC $6.30. 124p. December 1967.

A project involving storing and searching reading research by computer was conducted (1) to identify, collect and organize a basic corpus of research documents from the published research literature on reading, (2) to produce a master file magnetic tape consisting of citations and annotations for computer storage and manipulation, (3) to describe the information network and flow of research literature in reading and to identify characteristics of the documents comprising the master file, and (4) to explore the feasibility of using the master file as part of the data base in an information retrieval system. In addition, possible

relationships between the project and the educational resources information center (ERIC) and the ERIC/CRIER clearinghouse on reading were explored. The 5,380 citations in the gray summaries on reading research were put on a magnetic tape master file and were used as the data base from which to define the characteristics of the communication network in reading. One of the trends identified was the increasing importance of the International Reading Association in the generation of research literature on reading. An analysis of the data indicated a gradual increase in information on reading research over the past four decades, with much more rapid growth since the late 1950s. There are now four times as many journals reporting seven times as many articles on reading research as there were during the earlier years of the gray summaries. The findings of this project, when used in conjunction with the ERIC system, appear to provide a working base for the establishment of an effective specialized information center for reading.

RECENT DOCTORAL DISSERTATION RESEARCH IN READING. SUPPLEMENT 1. ERIC/CRIER READING REVIEW SERIES, VOLUME 2; BIBLIOGRAPHY 14. Indiana University, Bloomington. ERIC Clearinghouse on Reading. EDRS Order Number ED 028 055, price MF $0.75, HC $9.00. 178p. March 1969.

A listing with abstracts of 344 dissertations completed in colleges and universities since 1966 in the areas of preschool, elementary, secondary, college and adult reading is reported.

SUMMARY AND REVIEW OF INVESTIGATIONS RELATING TO READING, JULY 1, 1967 TO JULY 30, 1968. Harris, Theodore L. and others. In JOURNAL OF EDUCATIONAL RESEARCH, v62 n7 p291-312. March 1969.

1968 REVIEW OF RESEARCH ON COLLEGE-ADULT READING. Bliesmer, Emery P. Paper presented at National Reading Conference, Los Angeles, December 5-8, 1968. In NATIONAL READING CONFERENCE 1968 YEARBOOK. 48p. 1968.

One hundred seventy-nine research reports on college and adult reading are reviewed under five major headings: (1) programs; (2) reading, study, and related habits, traits and skills; (3) influence of reading, study and related habits and skills; (4) factors influencing reading and other study habits and skills; (5) testing, readability, newspapers, materials, and other areas. In most instances, the populations, procedures, results, and conclusions are described. Two program studies were national in scope; three were statewide; and one was concerned with nationwide adult basic education programs. Relatively few reports described a specific program, but a considerable number reported the results or evaluations of specific programs. Some evaluated a particular method or methods or compared methods. Several reviewed studies pertinent to the predictive value of reading for college or other academic success. The relationships between various personality traits or characteristics and reading and related skills are described in the section dealing with factors influencing reading.

RECENT REVIEWS AND BIBLIOGRAPHIC RESOURCES FOR READING RESEARCH. ERIC/CRIER READING REVIEW SERIES, VOLUME 1, BIBLIOGRAPHY 1. Laffey, James L. Indiana University, Bloomington. ERIC Clearinghouse on Reading. EDRS Order Number ED 013 344, price MF $0.50, HC $4.50. 88p. August 1967.

Descriptive abstracts of especially useful documents related to reading research and published between 1957 and 1966 are presented. Articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included. The publication presents 259 entries arranged alphabetically by year and contains an author index.

ARIZONA ADULT BASIC EDUCATION DATA PROCESSING SYSTEM. PROGRESS REPORT, March 20, 1969. Lee, Arthur M. Northern Arizona University, Flagstaff, Arizona Research Coordinating Unit. EDRS Order Number ED 030 031, price MF $0.25. Not available in hard copy because of marginal legibility of original document. 34p. 1969.

In a progress report of the Arizona Adult Basic Education Data Processing System, the following are presented: (1) the terms of the original contract; (2) the plans for the second year; (3) the method used; (4) information secured; (5) evaluation information obtained; (6) plans for the future. The program aims at identifying, adapting, and coding all information about administrative and teaching staff, supplementary personnel, volunteers, student enrollment, current status, course completion, dropouts, student progress, curriculum data, and teacher evaluations. A second phase includes further refinement of the program and a determination of curricula on a statewide basis for the Vanguard Program. Eighteen pages of computer printout tables have been designed, programed, and debugged, and five monthly runs have been made. Work has begun on an extensive evaluation analysis of the entire Vanguard program based on the information now in the computer. It is now possible to relate every separate item of information on file with every other item of information, and to do so by project, county, and the state as a whole.

TECHNICAL ASSISTANCE BULLETIN. Educational Systems Corp., Washington, D.C. Monthly. Published by the Educational Systems Corporation, Suite 502, 1717 Massachusetts Avenue, N.W., Washington, D.C., under a grant from the U.S.Office of Economic Opportunity.

A monthly bulletin for the exchange of information and ideas from migrant and seasonal farm worker programs. Representative topics discussed include: the adult learner, audiovisual aids, consumer education, high school equivalency programs, housing, child care, and job training and development.

PUTTING RESEARCH, EXPERIMENTAL, AND DEMONSTRATION FINDINGS TO USE (Report of a multi-agency manpower seminar, Washington, D.C., November 28-29, 1966) (MDTA experimental and demonstration findings, 1). U. S. Department of Labor, Manpower Administration. 81p. June 1967.

The 1966 Washington multi-agency seminar on research utilization was opened with a summary of available studies of the problem. The current activities and objectives of the participating agencies were discussed and two case studies were presented--The Military Volunteer Rejectee Project of the National Committee on Children and Youth and the Greenleigh Associates' evaluation of adult literacy teachers and teaching systems. Small group discussions on aspects of research implementation produced numerous ideas on stimulating good research proposals, improving the grant or contract negotiation procedure, facilitating interaction between sponsors and grantees or contractors, clarifying the kinds of action which might result from projects, translating research findings into action, training Washington program staffs through inservice or other means, and developing better interagency coordination in probing problem areas. The document includes a review of selected literature, the Position paper of the Bureau of Research of the Office of Education, current dissemination and utilization activities of the Bureau of Research, the Office of Manpower Policy, Evaluation and Research, and the Vocational Rehabilitation Administration, followup suggestions, and four models of the change process in relation to implementation of research.

PHRA: POVERTY AND HUMAN RESOURCES ABSTRACTS. University of Michigan -- Wayne State University, Institute of Labor and Industrial Relations, Ann Arbor, Michigan. Bimonthly. Published by the Institute of Labor and Industrial Relations, the University of Michigan--Wayne State University, Ann Arbor, Michigan 48106. Editorial

Office: The University of Michigan, P.O.Box 1567, Ann Arbor, Michigan 48106. Annual subscription $40.00; single issues $7.50. January/February 1966.

The abstracts in this journal are grouped under the broad headings of poverty and manpower; after each section there is a list of related citations. Each issue includes "Trend" notes and "Washington Notes"; there is an index.

PUBLIC SCHOOL ADULT EDUCATION 1969 ALMANAC INCLUDING DIRECTORY OF ACTIVE MEMBERS, MEMBERS EMERITUS, AND COMMUNICATIONS SERVICE SUBSCRIBERS. National Association for Public School Adult Education, Washington, D.C. EDRS Order Number ED 028 383, price in MF $0.75. Hard Copy available from National Association for Public School Adult Education, 1201 16th St., N. W., Washington, D.C., 20036. (Associate members $3.00, Nonmembers $5.00) 163p. 1969.

In the Public School Adult Education 1969 almanac are to be found: (1) details about the National Association for Public School Adult Education (NAPSAE); (2) statistics of public school adult education (for example, state support, educational attainment, teachers' salaries, enrollment data, and expenditures); (3) directories of state associations affiliated with NAPSAE, state department personnel, graduate programs, and regional representatives; (4) NAPSAE membership; and (5) an appendix with professional standards for administrators and teachers, and NAPSAE constitution and publications.

## IV. CLIENTELE GROUPS

### A. Military Programs

PROJECT ARISTOTLE SYMPOSIUM. Institute for Development of Educational Activities, Dayton, Ohio. Available from National Security Industrial Association, 1030 15 Street, N.W., Washington, D. C. 20005. $11.00. 651p. 1969.

The first annual Aristotle Symposium was held in Washington, D.C., in December 1967 and dealt with the potential collaboration of government, education, and industry in educational development. Task groups were concerned with the following specific areas: (1) Department of Defense programs for training of low aptitude persons (Project 100,000) and transfer of skills to civilian life (Project Transition); (2) the implications for education of new developments in media technology; (3) information technology; (4) frontiers of educational research; (5) new developments in teaching machines, audiovisual apparatus, trainers and simulators, and biomedical education (6) systems approach to education; (7) educational issues and evaluation; and (8) the challenge of the world educational crisis.

A STUDY OF THE COMMISSION ON IMPLICATIONS OF ARMED SERVICES EDUCATIONAL PROGRAMS, 1945-1948. Price, Herbert Hamilton, Jr. Rutgers, the State University, New Brunswick, New Jersey. University Microfilms, Order No. 68-8646, MF $3.00, Xerography $8.00. Ed.D.Thesis. 173p. 1968.

In 1945, the American Council on Education created the civilian Commission on Implications of Armed Forces Educational Programs to study the armed forces education of World War II and its possible effects on postwar civilian education. Those features of the wartime training and education programs which appeared to be worthy of adaptation and experimentation in peacetime civilian education have been explored. In this study, pertinent information was gathered by examining all the publications of the Commission, selected publications of the American Council on Education, and other relevant source materials. Interviews were held with the director and the assistant director of the Commission. Significant events and issues considered by the Commission were explored, and the origins and development of the Commission were reviewed. Specific aspects of its work (including merits and weaknesses of the intensive "G.I.Method," accelerated programs, program supervision and evaluation, language and area training, use of visual aids, integration of subject matter, and difference between special Army and Navy programs) were discussed in detail. Conclusions and recommendations for possible use of this study were set forth.

HISTORY OF THE ARMY GENERAL EDUCATIONAL DEVELOPMENT PROGRAM; ORIGIN, SIGNIFICANCE, AND IMPLICATIONS. Strehlow, Louis Harold. The George Washington University, Washington, D. C. University Microfilms, Order No. 67-15,939, MF $3.00, Xerography $9.45. Ed.D.Thesis. 209p. 1967.

The changing and expanding aspects of adult education in the armed forces from the years prior to World War I to 1967 are reported. Previous to, and during, World War I, civilian welfare groups provided recreation and entertainment for soldiers. The army began taking responsibility for soldier morale by establishing a Morale Division in 1941 and organized the United States Armed Forces Institute. Literacy training was conducted by the Adjutant General during World War II. The Army Education Program provided correspondence courses, leisure time activities, counseling, and foreign language training. The present GED program, established in 1956, conducts

off duty educational programs (elementary through graduate level courses) under civilian educators. The present civilian educational level of Army personnel is the highest in the history of the army; the provision for educational opportunities for soldiers will undoubtedly be considered one of the outstanding adult education innovations of the century.

PROGRESS REPORT ON HUMRRO RESEARCH ON PROJECT 100,000. McFann, Howard H. George Washington University, Washington, D.C. HumRRO. Clearinghouse for Federal Scientific and Technical Information, AD-691-633, MF $0.65, HC $3.00, 22p. July 1969.

This is a report on the progress of Human Resources Research Office (HumRRO) activities associated with Project 100,000 -- specifically, Work Units SPECTRUM, AFSTRAT, REALISTIC, and UTILITY, plus certain functions of the Technical Advisory Service. Preliminary findings are described, including certain background information on Project 100,000 personnel (low ability enlisted men). Training factors, learning ability, literacy requirements, and on the job performance are covered. Three general conclusions are: the training system should be modified to cope better with individual differences; the first priority modification should be to develop procedures for better training of low ability men; and a significant disparity exists between readability of publications and capability of many job incumbents to use them.

TRAINING ANALYSIS DIGEST FOR TECHNICAL AND MILITARY TRAINING, NO. 5. Air Training Command, Randolph AFB, Texas. EDRS Order Number ED 029 257, price MF $0.50, HC $6.15. 121p. January 1969.

The Training Analysis Digest is a compilation of training improvement studies and projects which have contributed to better instruction and the refinement of course content. It provides a system for reporting the efforts of individual training centers at the Chanute, Keesler, Lackland, Lowry, and Sheppard Air Force Bases in improving enlisted men and officer courses and in evaluating course graduates. Basic training, medical services, equipment operation, weapons systems, communications, electronics maintenance and repair, procurement, instructional program planning, and Project 100,000 for low ability personnel are among the activities and subject areas represented. Report summaries, with applications of findings and conclusions, are given for 16 completed and seven incomplete projects. Three completed and six incomplete category test projects are also described, along with 70 special studies and projects (37 incomplete) and 140 changes to ATC (Air Training Command) Type 3 technical training courses. Course numbers and titles, specific changes, and reasons are indicated for items in this last category. Also included are statistical summaries of course changes, activations, and discontinuations.

NON-MILITARY EDUCATION IN THE UNITED STATES ARMY AND AIR FORCE, 1900-1960. Schwartz, Rudolph. New York University, New York. University Microfilms, Order No. 64-6542, MF. $3.00, Xerography $12.60. Ed.D.Thesis. 279p. 1963.

Using the data from official Army records and other sources, the evolution of Army and Air Force nonmilitary education, 1900-1960, was traced, with emphasis on the period 1948-1960. Nonmilitary Army education, nonexistent before 1866, had received scant attention before 1900. World War I led to the first extensive educational program in the Army, with domestic and overseas activities in literacy, secondary, higher, and vocational education. Community and service organizations lent important help. However, postwar reductions in appropriations had the effect of de-emphasizing education and re-emphasizing drill and garrison life. World War

II produced an elaborate literacy program and the college level Army Specialized Training Program, together with off-duty education during and immediately after the war through such sources as foreign universities and the United States Armed Forces Institute. During 1948-60, both the Army and the Air Force made education an adjunct of military life, the aim being to improve morale, reduce boredom and disciplinary problems, facilitate recruitment, provide better trained and educated personnel, and develop a better fighting man.

EDUCATION IN THE DEPARTMENT OF DEFENSE -- AN UNRECOGNIZED GIANT. Bartlett, Lynn M. In COLLEGE AND UNIVERSITY; v3 n4 p390-400 Summer 1968. 11p.

PROJECT ONE HUNDRED THOUSAND; CHARACTERISTICS AND PERFORMANCE OF "NEW STANDARDS" MEN. DESCRIPTION OF PROJECT ONE HUNDRED THOUSAND. Office Secretary of Defense, Washington, D.C., Assistant Secretary of Defense (Manpower and Reserve Affairs). EDRS Order Number ED 031 634, price MF $0.50, HC $3.75. Two volumes. 73p. 1968.

Initiated in October 1966 by the Department of Defense, Project One Hundred Thousand accepts men who would not have qualified for military service under previous standards, and upgrades them medically and educationally. Major aims are to broaden opportunities for enlistment, equalize military service obligations, assure foresighted military planning, and, through Project Transition, help "new standards" men become productive citizens when they return to civilian life. Minimum performance standards will not be reduced; instead, if necessary, extra time and effort are extended. Project results are monitored in detail. Up to April 1968, 96,639 men had been accepted, most under the new mental standards. Results in terms of graduation rates, conduct and efficiency, promotions, and assignment to occupational specialties having potential civilian utility have been favorable. Seminars and research have also been sponsored to enhance program success and promote information exchange among military services.

## B. Agricultural; Migrant

EDUCATION PROGRAM FOR MIGRANT FARM WORKERS AND THEIR FAMILIES. FINAL REPORT 1965. Schelby, Floyd A. Merced County Schools, California. EDRS Order Number ED 014 354, price MF $1.00, HC $10.95. 217p. January 1966.

A migrant worker project in California involved industry, school personnel, OEO, and parents of migrant children in the formation of a special school for migrant children and their parents. The four components of the school were-- child care centers, pre-school education, grades 1-8, and adult education. The child care center was established to care for the very young while their parents were working in the fields or attending adult literacy classes. The pre-school component provided verbal stimuli and developed language skills for those children who came from disadvantaged, non-verbal homes. A minimum curriculum in reading, writing, speaking English, and arithmetic was provided for students in grades 1-8. The adult literacy class was divided into one section for adults and one section for high school aged students. These classes concentrated on speaking, reading, and writing of the English language. Recommendations for improvement of subsequent projects were made by all the staff, and statistical data are included which show the scope of the program.

TESTING IN ADULT BASIC EDUCATION PROGRAMS CATERING TO SEASONAL AND MIGRANT FARMERS. Pinnock, Theodore J. EDRS Order Number ED 013 692, price MF $0.25, HC $0.50.

8p. 29 April 1967.

REALITY, RESPONSIBILITY AND RESPECT IN THE EDUCATION OF CHILDREN FROM FAMILIES WHO FOLLOW THE CROPS. Heffernan, Helen. California State Department of Education, Sacramento. EDRS Order Number ED 013 675, price MF $0.25, HC $0.75. 12p. February 1964.

The interrelatedness of the education, nutrition, health, clothing, social customs, and housing problems of the migrant child are discussed with the point being to show their importance and the effect of their lack on a child's development.

ADULT EDUCATION FOR MIGRANT AND SEASONAL FARM WORKERS. PROJECT REPORT, JUNE 12 - SEPTEMBER 1, 1967. Maurer, Wayne F. Collier County Board of Public Inst. Naples, Florida. EDRS Order Number ED 016 539, price MF $0.50, HC $5.15. 101p. September 1967.

The chief purpose of adult migrant education, as discussed in this report is to eliminate poverty by preparing the migrant for profitable participation in society. The Florida State Department of Education states that the purpose of the Immokalee Migrant Adult Education Project is to provide adult basic education and pre-vocational experiences for unemployed migrants and seasonal workers. To gain this end, 8 specific project objectives and 10 curriculum objectives are defined. Criteria for selection of students, stipend information, daily schedules, teaching objectives in the subject areas of language arts, industrial arts, home economics, health and science, and mathematics and consumer education are presented. The educational programs of curriculum, guidance, counseling, testing, and auxiliary services are outlined. Included are charts of administrative organization, test data, enrollment and attendance of students and staff. Examples of application blank, entitlement questionnaire, certificates of merit, completion and release of liability are incorporated into the report.

REPORT OF THE JOINT LEGISLATIVE COMMITTEE ON MIGRANT LABOR. New York State Legislature, Albany. Legislative-Doc-(1964)-36. EDRS Order Number ED 018 628, price MF $0.50, HC $3.45. 67p. 1964.

Results of the committee's study and observation of the social and economic impact of labor force importation for planting, harvesting and processing of field and orchard crops in New York State are reported. Major sections include: (1) trends in farm labor for 1963, (2) public health, (3) social welfare, (4) labor camp housing and sanitation, (5) law enforcement, (6) registration of labor camp contractors and growers, (7) workmen's compensation, and (8) child care and education. Some committee recommendations were that: (1) the period of use for non-resident special vehicle operator and registration permits for seasonal farm laborers be extended from April 1 to November 30 of each year, (2) study be continued concerning the extension and expansion of workmen's compensation, health insurance, and unemployment insurance, (3) the cooperation and exchange of information among the various agencies, departments and committees working with migrant labor be continued in the state, (4) educational opportunities and the child care program for migrant children be expanded, (5) the committee, the department of health, and other agencies continue the study for proper revision of standards for farm labor camp sanitation, (6) local migrant committees and ministries be encouraged in their assistance to migrant families, and (7) local municipal and civic agencies prepare educational programs for adult occupants of migrant camps. Copies of official letters and labor acts in New York are included in the document.

HOME EDUCATION LIVELIHOOD PROGRAM IN NEW MEXICO FOR UNDEREMPLOYED SEASONAL AGRICULTURE WORKERS. Home Education Livelihood Program, Albuquerque, New Mexico. EDRS Order Number ED 020 807, price MF $0.25, HC $1.85. 35p. December 1965.

The Home Education Livelihood Program (HELP) in New Mexico provides educational opportunities to economically disadvantaged Spanish American and Mexican American agricultural workers. The basis of the HELP program is adult and family education including basic child care and remedial instruction. HELP produces some of its own instructional materials geared for adult education uses. Community education centers provide basic education classes, home economics and manual skills instruction, day care services, and hot lunch programs. Remaining future areas of need in New Mexico include development of vocational training skills, agricultural cooperatives, and business enterprises in underdeveloped communities.

BIBLIOGRAPHY OF MIGRANT EDUCATION PROGRAMS. Educational Systems Corporation, Washington, D.C. EDRS Order Number ED 030 052, price MF $0.50, HC $5.80. 114p.

This annotated bibliography of curriculum and other materials is designed primarily toassist consultants and project directors for migrant and seasonal farm worker programs under the Office of Economic Opportunity. Curriculum materials for reading and language, English as a second language, social studies, mathematics, vocational education, and general adult basic education appear in the first section. Subsequent sections list testing instruments (reading and language, intelligence and general ability, achievement, vocational interests); professional journals, periodicals, and related matter on disadvantaged children and migrant ethnic groups; selected background studies and bibliographies on the Puerto Rican population; guides to education and career opportunities; Federal government and other publications aimed at social and personal betterment; films and filmstrips; and miscellaneous catalogs and bibliographies. Prices (including free items) are cited wherever possible. An extensive list of publishers is also included.

PRESENTATIONS, EDUCATIONAL TRAINING CONFERENCE FOR IMC, ILLINOIS MIGRANT COUNCIL (DECEMBER 7-8, 1968). Educational Systems Corporation, Washington, D.C. EDRS Order Number ED 030 053, price MF $0.25, HC $2.65. 51p. December 1968.

Papers prepared for this 1968 training conference for members of the Illinois Migrant Council dealt with the migrant dilemma of poverty and powerlessness; the role of paraprofessionals in migrant education; guidelines for counseling and psychological testing; techniques for teaching English pronunciation, vocabulary, and structure (English as a second language); and psychological principles of curriculum development for adult basic education. A conference questionnaire and tabulated responses are included.

OEO PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. Educational Systems Corp., Washington, D.C. EDRS Order Number ED 028 877, price MF $0.75, HC $7.75. 153p. 1969.

Programs sponsored by the U.S.Office of Economic Opportunity for unskilled, under-educated migrant and seasonal farm workers are summarized. It is emphasized that these programs have their major thrust in preparing breadwinners for upgraded jobs and in preparing entire farm worker families for adjustment to the way of life that new jobs will bring. Projects outlined emphasize basic literacy skills, pre-vocational training, family rehabilitation, day care, and housing programs. Unique approaches devised by individuals and agencies to meet the

problems of rapid job displacement and poverty of the farm worker are briefly described. A summary provides information on funding level, grantee description, areas served, and a brief statement of each project's activities. Listings are by states, cities, and current and past programs.

SUMMARY OF ACCOMPLISHMENTS AND DISAPPOINTMENTS, TUSKEGEE INSTITUTE-OEO SEASONALLY EMPLOYED AGRICULTURAL WORKERS EDUCATIONAL PROJECT, NOVEMBER 1, 1966 - OCTOBER 31, 1967. Pinnock, Theodore James and Taylor, G. W. EDRS Order Number ED 018 752, price MF $0.25, HC $1.50. 28p. est 1967.

The Seasonally Employed Agricultural Workers Program was sponsored by Tuskegee Institute, under the auspices of the Office of Economic Opportunity, to provide basic and prevocational education and new goals for 1,239 functional illiterates, most of them owners of small farms, in seven Alabama counties. Families were helped to improve their housing, nutrition, sanitation and health facilities, and farm crops, and to register to vote. In the seven month teaching phase of the program, all but 79 of the 1, 122 particirants showed some reading improvement as measured by Gray Oral Reading Tests. While the agency referral program was not as effective as it could have been, 57 youths were accepted at trade schools, 48 men were accepted for MDTA training, and 605 persons received Social Security benefits. The major disappointments were lack of cooperation from the local power structure and agency administrators and harrassment of teachers and participants. It appears that the best teachers of adults are recent college and high schoolgraduates who have not been trained as teachers of children, and who can relate to students as individuals.

C. Mexican/Spanish-American

RECOMMENDATIONS RELATIVE TO THE ORGANIZATION OF ADVISORY COMMITTEES WHEN WORKING WITH ADULTS WITH SPANISH SURNAMES. Cabrera, Patrica and others, comps. California State Department of Education, Sacramento. EDRS Order Number ED 017 844, price MF $0.25, HC $1.10. 20p. 1967.

The first part of this document, relative to guidelines for organizing local advisory groups for adult education programs involving Mexican Americans in the Southwest, sets forth the objectives, compositions, and operations of local advisory committees, indicates steps in conducting initial meetings either without a current project or after a project has already begun, and offers suggestions on training ideal advisory committees in group processes and problem solving. The second part lists school boards, Title 3 centers, parent teacher associations, migrant program contractors, individuals, and other resources for committee representation in 35 California counties.

FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION. Brace, Clayton and others. Office of Education, Washington, D.C. EDRS Order Number ED 014 338, price MF $0.25, HC $0.40. 6p. 1967.

MEXICAN-AMERICAN EDUCATION, A BIBLIOGRAPHY. Charles, Edgar B., editor. New Mexico State University, University Park. EDRS Order Number ED 016 562, price MF $0.25, HC $1.50. 28p. March 1968.

This selected, annotated bibliography contains 90 books, monographs, journal articles, and unpublished papers on the education of Mexican Americans. All

documents were produced sometime between 1958 and 1967 and cover the following areas of education--preschool, elementary, secondary, higher, adult (basic and vocational), and migrant.

MATERIALES TOCANTE LOS LATINOS (A BIBLIOGRAPHY OF MATERIALS ON THE SPANISH-AMERICAN). Harrigan, Joan. Colorado State Department of Education, Denver. EDRS Order Number ED 018 292, price MF $0.25, HC $2.10. 40p. October 1967.

The materials are arranged in 6 sections which include--(1) a general reading list, (2) a section on bilingual materials, (3) a list of apropos bibliographies, (4) a series of professional materials, (5) pertinent newsletters and periodicals, and (6) a publisher's directory.

THE CHICANO IS COMING OUT OF TORTILLA FLATS ... ONE WAY OR THE OTHER. PROCEEDINGS OF THE CONFERENCE ON ADULT BASIC EDUCATION SPONSORED BY THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. (ALBUQUERQUE, JULY 29-30, 1968.) Olivero, James L and others. EDRS Order Number ED 025 351, price MF $0.25, HC $2.20. 42p. 29 July 1968.

The purposes of the Conference on Adult Basic Education were to determine the most pressing problems facing American Spanish-speaking adults, and to establish collaborative and coordinated efforts to attack these problems. Problems discussed included acculturation processes, unemployment, political implications for Mexican Americans, establishment of equal educational opportunities for Mexican Americans, and availability of diverse media for the teaching of English as a second language. Extensive information exchange among the participants let to the recommendation that an adult basic education clearinghouse be established at the Southwestern Cooperative Educational Laboratory to further and continue this exchange.

IDENTIFICATION AND ASSESSMENT OF ONGOING EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH SPEAKING PEOPLE. A REPORT SUBMITTED TO THE SOUTHWEST COUNCIL OF LA RAZA, PHOENIX, ARIZONA. Valencia, Atilano A. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico. EDRS Order Number ED 028 013, price MF $0.50, HC $5.90. 116p. March 1969.

Synoptic reports on 16 selected educational and community programs for Spanish-speaking people are presented in this document. Each report consists of a brief description of the project, an assessment of the program, and recommendations for dissemination and implementation of the project model. Programs reviewed include: (1) The Good Samaritan Center's Bilingual Education Program, San Antonio, Texas; (2) Bilingual Follow Through Project, Corpus Christi, Texas; (3) The Coral Way Bilingual Program, Miami, Florida; (4) Teaching Spanish to the Spanish-Speaking Child--A Western States Small Schools Project in Pecos, New Mexico; (5) ESL/Bilingual Demonstration Project Center, San Diego, California, (6) The San Antonio Bilingual Demonstration and Dissemination Center, San Antonio, Texas; (7) Laredo Bilingual Program, Laredo, Texas; (8) Spanish Arts Program for Mexican Americans, Merced, California; (9) Teacher Excellence for Economically Deprived and Culturally Differentiated Americans, San Antonio, Texas; (10) Teacher Education Program, University of Southern California, Los Angeles; (11) A Video Oral English Instructional Approach for Non-English Speaking Adults with a Spanish Surname, Albuquerque, New Mexico; and (12) Proteus Adult Training Center, Visalia, Calif.

A PRACTICAL SPANISH GRAMMAR FOR BORDER PATROL OFFICERS. Border Patrol Academy, El Paso, Texas. EDRS Order Number ED 028 675, price MF $1.00. Hard copy available from U.S.Government Printing Office, (GPO-1968-0-295-037, $1.25)

231p. 1968.

Designed to be used in the Spanish training program for probationary officers at the Border Patrol Academy in El Paso, Texas, this revised 21-lesson traditional grammar text includes special features that make it pertinent to the job of a patrol inspector in the Mexican border area. An extensive appendix is comprised of exercise translations, useful expressions lists, practice dialogs and readings, vocabulary sections, and a listing of legal and criminal vocabulary.

THE MEXICAN-AMERICAN CURRICULUM STUDY. REPORT OF A COUPLED BASIC EDUCATION-ON-THE-JOB TRAINING PROGRAM FOR MONOLINGUAL MEXICAN-AMERICANS. Lopez, John F. California State Department of Education, Sacramento, Bureau of Industrial Education; California University, Los Angeles, Division of Vocational Education. EDRS Order Number ED 028 853, price M$ $0.75, HC $9.15. 181p. 1968.

A curriculum study of Basic Education and On Job Training program for disadvantaged, monolingual Mexican Americans is evaluated. Types of activities implemented for adults (such as English language skills, arithmetic skills, and pre-vocational training) are studied, as well as results and observations. Information is included which was obtained from administrators, instructors, and trainees of the 7 basic education projects, supplemented by employer interviews and information supplied by community organizations selected by the Department of Labor as On Job Training contractors. Recommendations included (1) that serious consideration be given to increasing the basic education period, and (2) that employers continue the educational process started by the project. Several figures and tables are contained to illustrate various aspects of the program.

## D. Prison Education

A STUDY OF THE ACHIEVEMENT LEVELS IN READING AND COMPUTATION OF INCARCERATED ADULT MALES IN THE NORTH CAROLINA PRISON SYSTEM. Bland, David Horton, M.S.Thesis. North Carolina State University, Raleigh. 72p. May 1968.

This study investigated the levels of achievement in both reading and computation as they were associated with selected independent variables--age, offense, and grade completion in school. Inmates were selected from all classes of age, type of custody and type of offense. Group I included 597 subjects who had not reached fourth grade. Group II included 1,219 subjects who reached fourth but not eighth grade. Data were collected by means of a 40-item questionnaire and a series of achievement tests. No significant relationship was shown between level of achievement in reading and offense, for either group. Misdemeanants did not have consistently lower levels of achievement in reading than did felons. For Group II there was a high degree of significance between age and achievement in reading. Achievement in reading increased with age. In both felon and misdemeanant classifications data failed to support the assumption that numerical ability was higher than verbal ability. Significant relationship between grade completion and level of achievement in reading and computation was shown.

GUIDE FOR INMATE EDUCATION. Revised Edition. Wilkinson, Fred T. Missouri DEpartment of Corrections, Jefferson City. Ed. Pub. 3 (Rev). EDRS Order Number ED 017 840, price MF $0.25, HC $2.90. 56p. 1965.

An educational program in an institution concerned with the rehabilitation of an inmate must be socially and vocationally oriented, with vocational emphasis

on the total educational process. Since the majority of inmates are functionally illiterate, and since 90 percent will eventually return to society, courses in general education are interwoven with vocational training, with classroom emphasis placed on such social attitudes as respect for authority, the art of self-control, the development of good health and work habits, earning a living and living within one's earnings, moral and spiritual values, proper use of leisure time, and providing and managing a home. The education program outlined in this handbook is divided into four levels--primary, intermediate, junior high, and high school, with the scope, procedure, concepts to be emphasized, and units to be studied given for each level of each academic course. The inmate's day can be divided between general education and vocational training according to his needs. Vocational training programs are grouped by type (cooperative occupational education, vocational shop trade, on the job training, vocational general shop, and joint agencies vocational training) with requirements and standards for inmates and instructors, physical facilities needed, record keeping, certification of trainee, and general educational requirements listed for each.

REPORT ON THE HARTFORD STATE JAIL PILOT REHABILITATION PROJECT 1965-1966. Murphy, David R. Connecticut State Department of Education, Hartford, sponsor. EDRS Order Number ED 019 589, price MF $0.50, HC $4.20. 82p. 1966.

The Pilot Rehabilitation Project in the Hartford State Jail between February 1965 and June 1966 was sponsored by the Connecticut State Jail Administration and the State Department of Education, fiananced under the Vocational Education Act of 1963, and advised by the local Office of Economic Opportunity and the Ad Hoc Jail Committee of the Greater Hartford Community Council. There were four program components--counseling (group and individual), basic education (academic, non-English speaking, and literacy education), vocational education (building a machine shop), and recreation and leisure-time activities (outdoor, indoor, and library facilities). Program evaluation was based on questionnaires completed by inmates and staff. Questionnaires were mailed to 165 former inmates who had participated in counseling and/or jail school programs. The 14 responding were overwhelmingly in favor of the Project. An employer questionnaire included with the inmate questionnaire was not used. While the majority of the guards and administrators were in favor of the Project, nearly a quarter were not.

IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS. McKee, John M. and others. Rehabilitation Research Foundation, Elmore, Alabama. EDRS Order Number ED 015 117, price MF $0.25, HC $1.40. 26p. 1967.

To help disadvantaged inmates with low reading levels and those considered functionally illiterate, the Draper Correctional Center in Alabama experimented with various reading improvement programs. Most successful was the reading improvement program using the perceptoscope. All applicants who scored below the seventh grade reading level in the Metropolitan Achievement Test took the Perceptual Development Laboratories (PDL) Diagnostic Reading Test and were then enrolled either in the phonics program or in the intermediate reading program. The phonics program helped inmates who could not function at the intermediate level know about language sounds and develop the ability to convert sounds into words through the PDL phonics training system. The 40-lesson intermediate reading program used lessons read from the screen with speed controlled by the perceptoscope and lessons to improve comprehension. The whole program was effective in teaching reading skills, particularly comprehension, and in enhancing other language skills. The experimental group gained 2.5 grade levels, the control group had a .7 gain. This report lists other reading programs used at Draper Correctional Center.

A COMPARISON OF THE EFFECTIVENESS OF THE GRADED AND NONGRADED CURRICULUM PLANS ON ADULT MALES AT FLORIDA STATE PRISON HAVING ACADEMIC ABILITIES CORRESPONDING TO ELEMENTARY GRADES 1-8. Campbell, Billy RAndolph. Florida State University, Tallahassee. Masters Thesis. 86p. 1961.

Graded and nongraded curriculums are reviewed, and compared at the Florida State Prison. Data were obtained from a literature review, intelligence and achievement tests, pupil interest inventories, student records, observations, conferences, and case studies. It was found that the graded curriculum had weaknesses in the language arts subjects, and six case studies show that it is possible to progress at a better than average rate in the nongraded system. Teachers had less continuous planning under the grade programs than under the nongraded. The monthly report of attendance showed that fewer pupils dropped out after the change to the nongraded program. The better organization of time in the nongraded groups provided time for televised science lessons, the introduction of social studies, and the revision of the language arts programs. The nongraded approach also made it possible to identify students who were ready for high school work. It was concluded that the nongraded program provided the most learning in the shortest possible time for inmate students.

INMATE ILLITERACY. Cortright, Richard W. In JOURNAL OF READING; v8 n3 p163-168 January 1965.

A prime necessity in corrective education is to increase reading skills. As inmates begin to read, the possibility of recidivism may be decreased. A first step is to improve present reading skills. Another step, now being undertaken, is the use of programed reading materials for inmate illiterates.

READING INSTRUCTION BY A PHONIC METHOD FOR FUNCTIONALLY ILLITERATE ADULTS AT THE INDIANA REFORMATORY. Henney, Robert Lee. Indiana University, Bloomington. University Microfilms, Order Number 64-12,036, MF $2.75, Xerography $9.00. Ph.D.Thesis. 197p. 1964.

The purpose of this study was to determine the extent to which functionally illiterate adults can increase their reading performance if given special reading instruction by a phonic method, and if there is a significant difference between gain made by persons taught individually and those taught in groups. The persons in one experimental group received instruction by a phonic method one hour each day for 20 sessions in a group situation. The persons in the other experimental group received the same type of instruction for the same period of time but were taught individually. Persons in the control group attended regular classes of the T.R. White elementary school at the Indiana Reformatory. Pretests and post tests to determine reading level and areas of reading difficulty were administered through the Standardized Oral Reading Paragraphs by William S. Gray and the Gates-McKillop Diagnostic Reading Tests. The test of significance was accepted at the five percent level and indicated that the Family Phonics System was an effective tool for teaching functionally illiterate adults, either as individuals or in groups.

## E. Indian

THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS, REPORT AND RECOMMENDATIONS. Ohannessian, Sirarpi. Center for Applied Linguistics, Washington, D. C. EDRS Order Number ED 014 727, price MF $0.25, HC $2.40. 46p. July 1967. Also available for $1.25 from the Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

The purpose of the present study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were--(1) administrative aspects of boarding and day schools, (2) the performance, preparation, recruitment, and retraining of teachers, (3) the performance of students, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology of language learning, and other related and pertinent fields. This report describes the preparation and procedures followed in the survey, as well as the major and specific recommendations presented by the study group. The recommendations include--(1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, (3) special preparation, recruitments, and retraining of personnel, and (4) research projects.

INDIAN EDUCATION WORKSHOPS. PART I - EDUCATION OF INDIAN ADULTS. PART II - COMMUNITY DEVELOPMENT IN INDIAN EDUCATION. Roessel, Robert A., Jr., editor and Lee, Nicholas, editor. Arizona State University, Tempe. Indian Education Center. EDRS Order Number ED 017 855, price MF $1.25, HC $16.55. 329p. 1962.

During the summer of 1962, the Indian Education Center of Arizona State University offered two courses--Education of the Indian Adult and Community Development in Indian Education. Papers written by students in the courses and reports of guest speakers are presented in this volume. Topics covered include Adult Education through parent-teacher conferences, adult education plans for specific tribes or villages, community development programs such as preschool and elementary education, teenage activities, health education, literacy programs, and sanitation projects. The history, culture, and economy of several Indian tribes are reviewed.

EDUCATION FOR THE ADULT INDIAN COMMUNITY. Roessel, Robert A., Jr. Arizona State University, Tempe. College of Education. EDRS Order Number ED 017 350, price MF $1.50, HC $17.00 338p. 1964.

The two courses, community development in Indian Education and Education of the Indian Adult, were offered for the second time during the summer of 1963 at Arizona State University. This document is a result of the compilation of 32 papers prepared by the students from these two classes. These papers pertain to various successful community development programs on Indian Reservations in the Southwest and to unique Indian adult education approaches.

THE FALLACY OF FREEDOM; EDUCATION FOR THE ADULT ESKIMO. Keenleyside, David. In CONTINUOUS LEARNING; v7 n5 September-October 1968. 6p.

## V. ETV, CAI, P-I

AN EXPERIMENT, WITH EVALUATION, IN THE ERADICATION OF ADULT ILLITERACY BY USE OF TELEVISION INSTRUCTION OVER A STATE EDUCATIONAL TELEVISION NETWORK SUPPLEMENTED BY SUPERVISED GROUP VIEWING. Peerson, Nell; and others. Florence State College, Alabama. EDRS Order Number ED 003 561, price MF $0.50, HC $4.40. 86p. August 1961.

The application of the Laubach Method of teaching illiterate adults by television was reported. The program involved 600 students of whom 250 completed the course of study. The students were illiterates about 40 years of age with two to three years of formal schooling. Lessons were prepared and telecast using material developed by F. C. Laubach. Classes with direct teaching were also organized. Evaluations were made of the literacy training by questionnaires. Administration of various achievement tests, and observations by the staff. Indications were that both the television and direct teaching groups scored equally well on word knowledge and discrimination. There is need for materials of adult-interest level to aid in the development of literacy training programs. The author concludes that television instruction, with suitable supplementary material, can very adequately meet the need for a crash progam on illiteracy.

TELEVISION IN EDUCATION AND TRAINING; A REVIEW OF DEVELOPMENTS AND APPLICATIONS OF TELEVISION AND OTHER MODERN AUDIO-VISUAL AIDS. DeKorte, D.A. Available from N.V.Philips' Gloeilampanfabrieken, Eindhoven, The Netherlands $4.92. Original Dutch Edition, Elseviers' Publishing Company, Amsterdam, The Netherlands. 213p. 1967.

Although television and other audiovisual aids have proven to be valuable educational tools when intelligently employed, teachers in many countries fail to understand the usefulness of these aids. A review of developments in the United States, France, Italy, the Netherlands, and Great Britain shows that many successful courses have been given on both closed-circuit and broadcast television at all levels of education. The most sensational scheme is the Italian "Telescuola", which appears to have reduced considerably the illiteracy rate in Italy. Radio is also used effectively in many countries, often in conjunction with visual aids in the classroom. A technical survey of television and other available equipment and a study of some of its applications show that the equipment itself is perfectly capable of fulfilling its function as an aid to education. Future developments in satellites and laser beams will increase television's potential. However, unless teachers take truly revolutionary action in adapting themselves, their methods, and their subject matter, they will be unable to take advantage of the new educational tools.

"LET'S SPEAK ENGLISH," AN EXPERIMENT IN ADULT EDUCATIONAL TV DESIGNED TO TEACH ENGLISH TO BEGINNERS, WITH A REPORT ON THE AUDIENCE REACHED AND ITS REACTIONS TO THE PROGRAM. Canadian Broadcasting Corp., Ottawa(Ontario). CBC-TV-67-43. EDRS Order Number ED 014 234, price MF $0.50, HC $5.10. 100p. June 1967.

Three-hundred sixty-eight interviews conducted in the home, by mail, and by telephone provided data for this audience study of the English course featuring a mimicry-memory technique. About 35 percent of an ideal target audience in the Toronto Metropolitan area defined according to age and linguistic ability watched some of the program, and about half of these were considered regular

viewers. Despite extensive publicity, about half of the target audience lacked awareness of the program, but of those who were aware, four out of five watched some part of it. The bulk of frequent viewers were post-war immigrants, many of whom spoke little or no English and most of whom had never had formal English instruction. Those who viewed with others tended to be the more persistent students, and the larger the viewing group, the greater the tendency to watch regularly. Attitude of the regular viewers was favorable, especially to the mimicry-memory aspect. Least interesting were grammar drills, visual aids to comprehension had little impact. Textbooks were criticized. Audience dropoff and heterogeneity are discussed, as is possible loss of motivation due to isolating effects of the TV medium. Percentage tables and frequency tables based on CHI square and experimental materials are included.

COMBATTING ILLITERACY WITH TELEVISION. Tyler, I. Keith. In AV COMMUNICATION REVIEW; v13 n3 p309-324, Autumn 1965.

Major problems in combatting illiteracy are the failure to realize that literacy is interrelated with the supporting culture, failure to motivate adult illiterates toward functional literacy and beyond, shortages of personnel, facilities, and materials needed in mass literacy campaigns, and program costs and financing. Educational and instructional television can help meet these problems--especially the personnel shortage-- by serving specific audiences and clientele groups, attracting individual illiterates, and providing positive economic and social motivation by means of publicity and the literacy lessons themselves. Literacy telecasts must provide reinforcement through direct programed learning experiences and through self instructional materials and tests keyed to the broadcasts. Although program, equipment, and operating costs may be high, large savings can be effected by using conscientious volunteers as well as qualified teachers.

FUNDAMENTALS LEARNING LABORATORIES IN INDUSTRIAL EDUCATION CENTERS, TECHNICAL INSTITUTES AND COMMUNITY COLLEGES IN NORTH CAROLINA. Martin, Walter Travis, Jr. Duke University, Durham, North Carolina, Department of Education. Ed.D.Dissertation. University Microfilms Order Number 66-12,743, MF $3.00, Xerography $9.25. 1966.

In 1964 North Carolina established a system of "Fundamentals Learning Laboratories" where adults might obtain programed self-instruction at minimal cost (a $2.00 registration fee). In a descriptive study of the 17 laboratories operating in 1965, data were gathered by questionnaires and interviews. Findings included the folowing--(1) laboratories had not been established in all areas of the state, (2) laboratories tended to be simple, containing only the essential equipment and furnishings, (3) the organizational structure of the laboratories varied, (4) written statements of philosophy and objectives were not common, (6) students formal education ranged from none to advanced degree level, (6) most students were working for high school diplomas or equivalancy certificates, (7) approximately one-half of the students earned less than $3,000 per year, with fewer than 10 percent receiving over $5,000 and (8) most students felt that they could learn more effectively in the laboratory than in the traditional classroom. The author's recommendation included evaluation of the success of the laboratories.

THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY TRAINING. Rocklyn, Eugene H. George Washington University, Washington, HumRRO. Clearinghouse for Federal Scientific and Technical Information. EDRS Order Number ED 011 373, price MF $0.65, HC $3.00. 13p. February 1967.

As shown in the programs described, the advantages of programed foreign language instruction for military personnel lie in eliminating or relieving the need for

native or highly trained instructors, and in providing needed practice through repeated opportunities to respond in a favorable learning environment. The first course, designed to help troops gather low level tactical information, used recorder equipment, taped course material, scoring equipment, and printed course material. The programed course in Vietnamese (largely composed of queries for information, social amenities, advising terms, instructions, and commands) employed a dual-track student tape recorder, earphones, and a student microphone. These programs led to clearly increased proficiency even among relatively less able students. In programed literacy education, (a comparatively undeveloped area) the Progressive Choice Reading Method and the Diebold Group system, both of which combine programed instruction with tutorial instruction, have also shown considerable promise.

EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES. Paper 2. Report of the "Variables Influencing Behavior" Project. Berman, Mark L. Arizona State University, Tempe. Department of Psychology. EDRS Order Number ED 014 662, price MF $0.25, HC $2.45. 47p. August 1966.

As one phase of research in applied anthropology, Yaqui Indian and Mexican men in Arizona have participated for three years in experimental programed courses in basic English and arithmetic. The students had previously had an average of five years' formal schooling. A battery of standard objective tests was given to measure IQ and ability to read and comprehend English. A first series of tests was administered with specified time limits observed. A second series was given also with the time limits. Then students were allowed to complete the tests. The concession of time to work to completion changed IQ percentile ranks from 11 or 12 to 66, 77.5 and 63. Various tests of reading, vocabulary, and other skills yielded highly inconsistent evaluations of students' abilities. A third series of tests was based on a novel experimental approach to programed learning. An adjusting schedule of reinforcement for meeting time and error criteria was put in force. This involved raising or lowering requirements for reinforcement using the student's own performance as a measure. Results indicated that both speed and accuracy can be controlled by reinforcement contingencies.

AN EXPERIMENTAL STUDY DESIGNED TO TEST THE RELATIVE EFFECTIVENESS OF A MULTIMEDIA INSTRUCTIONAL SYSTEM. Scheier, Elaine.. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 026 611, price MF $0.25, HC $0.50. 8p. 1969.

A study compared the effectiveness of Learning 100 (L-100), a multimedia, multimodal, multilevel communication skills system, with that of a more conventional reading program with functional illiterates in Bedford-Stuyvesant, a ghetto area in Brooklyn, New York. In January 1968, under the Title III Adult Education Act of 1966, Adult Basic Education Program, an experimental group (49 students) and a control group (47 students) were established; teachers were licensed and all were receiving inservice training. Student attendance records, reasons for dropout, cycle growth and placement at completion of the program, and subjective evaluation by the teachers were collected. On the basis of the Metropolitan Achievement Test, a seven month grade equivalent difference in favor of the L-100 students was found. Teachers found the program successful in that it raised aspirational levels, was self-evaluative, maintained high interest, and was flexible; instructional materials, created especially for this population, were rated good to outstanding; however, suggestions were made for more instruction in such writing skills as personal and business letter writing. Materials used in the control group provided for individual work and progress but students found them not challenging enough.

THE DEVELOPMENT OF PRE-VOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER-ASSISTED INSTRUCTION OF DISADVANTAGED YOUTHS AND ADULTS. FINAL REPORT. Hankin, Edward K. and others. Florida State University, Tallahassee. EDRS Order Number ED 024 763, price MF $0.75, HC $9.05. 179p. June 1967.

The purpose of this project was to develop computer assisted courses in arithmetic and reading for disadvantaged adults and youths to serve as prerequisites to entering vocational training. Because of budgetary cuts, the project was terminated before its completion. Lessons in counting, addition, and subtraction were written and tested; however, lessons in division and multiplication were initiated but not completed. A lesson includes a pre-test to determine if a student needs instruction, two instructional units of differing focus, and a post-test to evaluate the effects of instruction. The pilot tests showed the arithmetic lessons to be effective. All of the grade two (24 lessons) of the reading program with slides was completed and entered into the computer. Lessons for grades four, five, and six had been written but slides had not been developed. Audio tapes are optional. The findings showed that, in general, computer assisted instruction can be used in pre-vocational literacy training for disadvantaged youths and adults; however, it was recommended that further research be conducted to determine the effectiveness of this technique.

EVALUATION OF THE ADULT LEARNING CENTER OF ELIZABETHPORT BY STAFF AND PARTICIPANTS, OPERATIONS FROM 2/26/68 - 4/30/68. Tatum, William and Chasnoff, Robert. EDRS Order Number ED 019 610, price MF $0.25, HC $1.05. 19p. 1968.

Activities, facilities, and programed reading materials at the Adult Learning Center of Elizabethport (Elizabeth, New Jersey) were evaluated in 1968 by staff members and participants. Staff opinions differed as to the most successful materials, and reasons given for success varied between interest level, size of print and length of stories, the challenge provided, and suitability for clientele groups. The more basic McGraw-Hill materials proved valuable in teaching English to Spanish speaking participants. Staff members saw such factors as a relaxed atmosphere, counseling and placement, the teachers' effectiveness in working with students, and the quality and variety of programs available at each level in reading, mathematics, English, and other subjects, as virtues of the Center. However, weaknesses were noted in facilities, staffing, teacher preparation, and class management, and various improvements were suggested. Of the 117 participants queried, most were satisfied with materials, facilities, and instruction, but a need was expressed for more space, noise control, and help for Spanish speaking persons. The document includes statistics on attendance, testing services, and population characteristics.

BIBLIOGRAPHY OF MATERIALS PUBLISHED ABOUT THE EDISON RESPONSIVE ENVIRONMENT LEARNING SYSTEM: THE "TALKING TYPEWRITER." Responsive Environment Corp. New York, N.Y. EDRS Order Number ED 028 648, price MF $0.25, HC $0.50. Also available from Librarian, Responsive Environments Corp., 200 Sylvan Ave., Englewood Cliffs, New Jersey 07632. 8p. (1968).

The bibliography includes items concerning use of the "talking typewriter" to aid reading skills, particularly among the disadvantaged and the handicapped. There are also items illustrating the ways to utilize this responsive environment device. The articles concentrate on the benefits slum children, deaf children, illiterate adults, and slow readers gain through the use of this system. Other areas covered include use of the machine in beginning reading with dropouts, teenagers, and preschool children.

## VI. CURRICULUM MATERIALS

### A. Development

A CONFERENCE ON DEVELOPING PROGRAMS AND INSTRUCTIONAL MATERIALS FOR ADULT BASIC EDUCATION AND JOB SKILLS TRAINING. (Cherry Hill, New Jersey, January 14-15, 1964). American Textbook Publishers Institute, New York, N. Y.; U.S.Office of Education, Washington, D.C. EDRS Order Number ED 032 504, price MF $0.50, HC $4.60. 90p. 1964.

American textbook publishers, meeting with representatives from government, education, the library field, and other sectors, held a two-day conference to consider curriculum needs, instructional materials, and research in progress in adult basic education and job skills training. Separate panel discussions centered on existing instructional materials, instructional programs in manpower development training, meeting the educational needs of school dropouts, selecting and improving the content of materials for the undereducated. Following the formal presentations, small groups discussed and reported their views on innovative practices and new publishing methods and techniques. An examination was also made of possible avenues of cooperation among the various interests involved in adult basic education.

MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT. Heding, Howard W. and others. Missouri University, Columbia. College of Education. EDRS Order Number ED 014 650, price MF $1.25, HC $16.45. 327p. August 1967.

In the Missouri Adult Vocational-Literacy Materials Development Project materials were devised for teaching adults to read, write and spell at the functional (sixth grade) level. In the research phase, the needs, characteristics, literacy level, occupations, and interests of the illiterate adult were studied, and teaching materials and methods were examined. Students and teachers were interviewed and there was a national survey of literacy program directors. In the materials development phase three levels of basic and intermediate educational materials, with teachers guides, and supplementary occupational booklets were created. A vocational theme characterized the series. The initial teaching alphabet (I.T.A.) was used with traditional orthography printed on the facing page. During the evaluation phase, sample classes of illiterate adults used the materials in 100-hour instructional programs. These trials indicated that the materials were effective in teaching adults word and paragraph meaning, word-study skills, and spelling. The materials should be used by teachers trained in the use of I.T.A. and in teaching reading to adults.

ATTITUDES OF ADULT ILLITERATES TOWARD READING MATERIALS AND EDUCATIONAL PROGRAMS. Brown, Don and Newman, Annabel. Paper was presented at the National Reading Conference, Tampa, November 30 - December 2, 1967. EDRS Order Number ED 015 855, price MF $0.25, HC $1.20. 22p. December 1967.

Adult illiterates of Western New York were studied to determine their attitudes toward reading materials and educational programs. The experience inventory was used to investigate each subject's identification and background, the extent of his functional and general knowledge, and his reading-associated interests. Eighteen high achievers and 22 low achievers were identified from among 207 adults attending adult basic education classes in Buffalo and Niagara Falls, New York. Results revealed that high achievers were less frequently on welfare, more frequently women, and came from less deprived backgrounds.

THE FUNCTIONAL READING WORD LIST FOR ADULTS. Mitzel, M. Adele. In ADULT EDUCATION; v16 n2 p67-69, Winter 1966.

A STUDY OF DIFFERENT STYLES OF EDUCATIONAL MATERIALS FOR ADULT NEW LITERATES. Cortright, Richard Watkins. The American University, Washington, D.C. Ed.D. Thesis. University Microfilms Order Number 67-12,036, price MF $3.00, Xerography $8.80. 194p. 1967.

Three complete and separate experiments were designed to test the relative effectiveness of three teaching styles -- the expository, the conversational, and the interrogative. The population comprised adults currently enrolled in adult basic education classes in two large Eastern cities. In each experiment three different expository passages, one each from three current publications for adult new literates, were chosen and rewritten by the researcher in linguistically comparable conversational and interrogative styles. Equality in difficulty was also obtained. Each participant answered a short multiple-choice test which was based on the passsge he had read and which, along with the other tests, conformed to the criteria for linguistic comparability. Statistical analysis suggested that none of the three different styles being investigated was significant in differentiating the comprehension of adult basic education student in the areas studied, and the experiment did not support a generalization among teachers of adult basic education students that the conversational style was most effective for their students.

A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. Final report. Smith, Edwin H. and Geeslin, Robert H. Florida State University, Tallahassee. U.S.Office of Education. Bureau of Research. EDRS Order Number ED 016 156, price MF $0.50, HC $4.80. 94p. November 1967

The objectives of this project were to prepare and field test instructional materials for use with adults reading below the seventh grade level. Two studies were made in northern Florida in 1967 of gains in reading vocabulary and comprehension by students using traditional materials. The high dropout rate in the first study precluded useful generalizations, but the second gain study showed significant differences between the pretest and posttest scores of both groups in both skills. There was some evidence that the new materials were teaching both skills better than the usual ones. The students rated the new materials as more interesting than some traditional materials and just as interesting as the best of them. In the first of two studies on teacher acceptance, the newer materials were the ones best received by the teachers. Intensively trained adult basic education teachers and experts in the field compared the experimental edition with existing systems, and both gave it an overall rating higher than that of the five best traditional materials then available. The new materials seem effective and well accepted by both students and teachers.

A STUDY OF COMMUNICATIONS TO ADULTS OF LIMITED READING ABILITY BY SPECIALLY WRITTEN MATERIALS. Laubach, Robert S. Syracuse University, New York. Ph.D. Thesis. University Microfilms Order Number 64-2298, price MF $2.75, xerography $8.90. 189p. 1963.

Two hypotheses were studied--that adults considered functionally illiterate may receive communication by specially written materials, and that these materials may be prepared in various ways which will differentiate in communication conveyed. Four newspaper articles were rewritten in three different ways. These and the original form were administered as silent reading exer-

cises in adult elementary classes in Philadelphia and Cleveland. One sample (164 white, foreign born participants), spoke English as a second language, while in the other group, 104 adults, primarily Negro, spoke English as their native tongue. Analysis of variance supported the first hypothesis, that communication may be increased by specially written materials, but not the second, that different ways of writing would differentiate. This was interpreted to mean that while adult educators express the need for more simplified reading materials for adults, care should be taken to assure the appropriate use of such materials. It may be recommended that these materials be used as supplementary reading in supervised learning situations.

IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY. Otto, Wayne and Koenke, Karl. Available in the 1967 Yearbook of the National Reading Conference. December 1967.

Previous studies report that children who are good readers differ in response consensuality from poor readers in a work-association task involving verbal or pictorial stimuli. To determine whether this nonconsensuality exists among adults from different reading levels, 15 adults were randomly chosen from each of three groups--(1) an adult basic group reading below the third-grade level, (2) a vocational group at the high school reading level, and (3) a university group. Twenty-five black and white line drawings of common objects were presented on cards, and the subjects were asked to write the first association that occurred to them. Each subject's responses were scored twice. For the first scoring, the university group served as control, then each subject's responses were scored with his own group as control. A consensuality score consisted of the total points accumulated. Results showed that regardless of the scoring scheme used, the university group's mean consensuality score differed from the scores of other groups, and the vocational group's score differed from that of the adult basic group. Evidently children and adults who are poor readers tend to respond idiosyncratically.

AN EVALUATION OF WORDS IN COLOR OR MORPHOLOGICO-ALGEBRAIC APPROACH TO TEACHING READING TO FUNCTIONALLY ILLITERATE ADULTS. Hinds, Lillian R. Western Reserve University, Cleveland, Ohio. University Microfilms Order Number 67-4609, price MF $3.00, Xerography $10.60. Ph.D.Thesis. 234p. September 1966.

Seventy Cleveland, Ohio, inner city adult illiterates, 33 from an experimental group and 37 from a contrast group, were studied to determine the efficiency and effectiveness of Words in Color or the Morphologico-Algebraic approach to teaching reading. Results indicated that the reading achievement gain of functionally illiterate adults taught by the Words in Color or the Morphologico-Algebraic method is superior to that achieved by a traditional method. The gain of the experimental group, as evaluated by the California Reading Test could not, moreover, be explained by the following variables which might have affected learning; intelligence, visual perception, auditory discrimination, or teacher superiority. Interviews and projective tests were given to the highest and lowest gainers from each treatment group, and the effects of the socioeconomic background characteristics were assessed. Verbal and projective tests successfully differentiated between high and low gainers, but projective drawings disclosed that the contrast group students were better adjusted socially than the others. Members of the experimental group improved significantly in auditory discrimination and visual perception. Students appeared to read orally on the Durrell Analysis of Reading Difficulty test at a higher grade level than they scored on the California Reading Test.

## B. Bibliographies and Guides

A SELECTED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIALS FOR ADULT BASIC EDUCATION. Smith, Edwin H. and Bradtmueller, Weldon G. Florida State Department of Education, Tallahassee. Division of Vocational, Technical, and Adult Education. EDRS Order Number ED 030 831, price MF $0.25, HC $2.70. 52p. May 1968.

Entries in this selected annotated bibliography of instructional literacy materials are divided among three stages of prevocational or adult basic education: (1) the introductory stage (readability levels 1-3); (2) the elementary stage (Levels 4-6); (3) the intermediate stage (levels 7-9). Areas covered include English as a second language, language arts in general, reading instruction, practical mathematics and money management, citizenship, social studies, and prevocational orientation. A few programed texts are among the entries. Guidelines are also presented for selecting materials and evaluating their content, format, and organization.

SUGGESTED BOOKS FOR BEGINNING ADULT READERS: A GRADED LIST FOR LIBRARIANS, ESPECIALLY SELECTED BECAUSE OF THEIR INTEREST AND APPEAL TO NEW ADULT READERS. Dorr, Mildred, Comp. Cleveland Public Library, Ohio. Adult Education Department. EDRS Order Number ED 030 040, price MF $0.25, HC $1.60. 30p. 1967.

This annotated booklist includes easy-to-read materials for new adult readers. Criteria for selection of the materials were: (1) the content of the books and the form of presentation must be suitable for adults; (2) the materials must be suitable for persons of varying cultural and ethnic backgrounds; and (3) they must be oriented toward the urban resident. Some materials designed for children were selected for trial use; and those found suitable for adults have been included. The books are grouped into four grade steps of reading difficulty. Lists of periodicals, auxiliary material, mechanical aids, as well as hints on selecting books are included.

PUBLIC LIBRARY SERVICES FOR THE FUNCTIONALLY ILLITERATE: A SURVEY OF PRACTICE. Hiatt, Peter, Editor and Drennan, Henry, Editor. American Library Association, Chicago, Illinois. Committee on Services to the Functionally Illiterate. EDRS Order Number ED 025 266, price MF. $0.50, HC $3.35. 65p. 1967.

This document describes projects designed to help the public library serve the culturally disadvantaged in general and the functionally illiterate adult specifically. The two major sources of information used were: (1) the panel presentation sponsored by the A.L.A. Public Library Association's Committee on Services to the Functionally Illiterate, and (2) letters received by Mr. Henry Drennan in response to his request to 300 public libraries for current activities and problems in this area. Topics discussed include who the functionally illiterate are, their subject interests, the librarian's role in serving them, and the public library's responsibility for service to them. Examples of public library activities for the functionally illiterate and a list of people who have been actively involved in such programs are given.

ADULT BASIC EDUCATION MATERIALS SCOPE AND SEQUENCE CHART: PRE-PRIMER THROUGH 12TH LEVEL. Vol. 1, No. 2. Newark State College, Union, N.J. Adult Education Resource Center. Available from Newark State College, Union, N.J. 07083. Adult Education Resource Center. 15p. 1969.

This chart contains programed, semi-programed, self-directed, and immediate response curricular materials for adult basic education. The materials have been

categorized into the areas of language arts, mathematics, science, social studies; and place into grade level scales.

LIBRARY MATERIALS IN SERVICE TO THE ADULT NEW READER. PHASE I, THE PLANNING YEAR. FINAL REPORT. Lyman, Helen M. Wisconsin University, Madison. Library School. EDRS Order Number ED 024 436, price MF $0.25, HC $1.95. 37p. October 1968.

This report describes the background, objectives and accomplishments of the first year of a projected four-year study to develop meaningful criteria for evaluation of materials which the adult new reader could employ successfully in meeting the specific needs of his life situation. Literacy programs have been weakest in bridging the gap between minimal literacy skills and the reading habit, and one of the major obstacles is finding appropriate materials related to the new reader's needs. Because of uncertainty about what is needed, publishers have been slow to produce materials, and teachers and librarians experience difficulty in selection. Accomplishments of the planning year include: (1) the development of the research design, (2) determination of procedures to be used for collecting information about the reader and the materials, (3) establishment of tentative criteria for evaluation of materials, (4) initiation of the indentification and assembling of reading materials, (5) an intensive review of studies by reading specialists, social scientists and adult educators, and (6) contacts and tentative agreements for cooperation made with thirteen public libraries. Appendixes include a list of sources of materials for the adult new reader and a bibliography of 163 items.

THE FREE LIBRARY OF PHILADELPHIA READER DEVELOPMENT PROGRAM. REPORT FOR THE PERIOD JUNE 12, 1967 - JUNE 30, 1968. Axam, John A. Free Library of Philadelphia, Penna. EDRS Order Number ED 024 435, price MF $0.25, HC $1.35. 25p. 10 July 1968.

The Reader Development Program (RDP) of the Free Library of Philadelphia was begun in 1966 with funds from Title I of the Library Services and Construction Act. The Program was created in order to develop a demonstration reading program to reach and help the culturally disadvantaged. The RDP involves three approaches in providing library service to the deprived. (1) It attempts to make available materials which will meet the vocational, cultural and recreational needs of young adults and adults who have an 8th grade reading level or lower; (2) It attempts to encourage nonreaders with a higher reading level to read; (3) It attempts to instill in underprivileged children a love of reading through story hours, book talks and easy availability of children's literature to children and their parents and teachers. The RDP also coordinates its services with those of other agencies and organizations working with the deprived.

READING CENTERS PROJECT. FINAL REPORT. Long, Fern. Cleveland Public Library, Ohio. Adult Education Department. EDRS Order Number ED 023 430, price MF $0.25, HC $1.80. 34p. (1967).

In a three-year project which began in 1965, the Cleveland Public Library established three Reading Centers for functionally illiterate adults. The purpose of the Centers was not to teach reading, but to develop already existent reading skills in disadvantaged adults. The staffing process, the establishment of the Centers, the attempts to identify and acquire easy reading materials for adults, and the publications resulting from the project are described in this Final Report. The author concludes that the project was

successful in helping adults to improve their reading, to get new and better jobs, and to become better acquainted with the library and its services.

ADULT BASIC EDUCATION LIBRARY HOLDINGS. Colorado University, Boulder. Extension Division. EDRS Order Number ED 030 793, price MF $0.50; hard copy not available because of marginal legibility of original document. 96p. January 1969.

This is an annotated bibliography of books, pamphlets, and adult basic educational materials currently available in the DHEW Region VIII Adult Basic Education Library.

ADULT BASIC EDUCATION BIBLIOGRAPHY. Wyoming State Department of Education, Cheyenne. Research Coordinating Unit. Available from Research Coordinating Unit, Research and Development Section, State Department of Education, Cheyenne, Wyoming. 25p. February 1969.

ADULT BASIC EDUCATION PROGRAM: CURRICULUM GUIDE. Memphis City Schools, Tenn. EDRS Order Number ED 027 465, price MF $0.25, HC $1.15. 21p. 1966.

Instruction at three levels is outlined in this public school adult basic education curriculum guide. Development of reading, writing, oral communication, and arithmetic is stressed at Level I (grades 1-3). Mathematics, reading (with attention to phonics and word structure), and English are enlarged upon in Level II (grades 4-6). Level III (grades 7 and 8), which covers language arts, reading for pleasure and information, social studies, general science, and mathematical concepts and skills, is intended to improve and extend education and social skills. Suggestions are set forth on counseling, adult teaching, testing and placement, scheduling, lesson planning, program evaluation, and professional reading. Memphis and Shelby County, Tennessee, curriculum materials for 1966-67 are indicated for each level.

MATERIALS FOR TEACHING ADULTS TO READ. CURRICULUM BULLETIN, NO. 292. Ebert, Don and Gaasholt, Marie. Oregon University, Eugene School of Education. Available from School of Education, University of Oregon, Eugene, Oregon, 97403. $0.70. 20p. July 1968.

An annotated bibliography designed to be a guide to adult materials for reading instruction arranged alphabetically by publishers, and includes such information as title, author, grade levels, price, binding, and other books in the series.

ADULT BASIC EDUCATION; A BIBLIOGRAPHY FROM THE EDUCATIONAL MATERIALS CENTER. Watt, Lois B., Comp. and Murphy, Sidney E., Comp. EDRS Order Number ED 025 737, price MF $0.25. Hard copy available from U.S.Government Printing Office, Washington, D.C. 20402. (FS.214:14031-41, $0.30). 19p. September 1968.

This bibliography includes only materials which have been specifically developed for adult basic education, which range from 0 through seventh or eighth grade level.

BOOKS FOR ADULTS BEGINNING TO READ, REVISED 1967. MacDonald, Bernice. American Library Association, Chicago, Illinois. Available as a reprint from the Adult Services Division, American Library Association, 50 East Huron St., Chicago, Illinois 60611. Up to nine copies are free, and ten or more cost ten

cents each. Also available in The Booklist and Subscription Books Bulletin; December 1, 1967.

A bibliography suitable for use with adult groups and individuals who are illiterate, functionally illiterate, or whose reading skills are latent or underdeveloped.

TEACHING SOCIAL LIVING SKILLS; ADULT BASIC EDUCATION, A TEACHER'S MANUAL. New York State University, Albany, New York State Education Department, Albany, Department of Continuing Education, Curriculum Development. EDRS Order Number ED 022 135, price MF $0.25, HC $1.00. 23p. 1968.

A variety of methods in instructing adults is presented in this teacher's manual which also mentions the availability of packets of instructional materials and lists the subject areas covered.

CATALOGUE OF TRAINING MATERIALS. Passett, Barry A. and Kennedy, Henry P. New Jersey Community Action Training Institute, Trenton. EDRS Order Number ED 022 111, price MF $0.25, HC $1.15. 21p. December 1967.

All training materials prepared by the New Jersey Community Action Training Institute are briefly described in five sections: (1) training packages (syllabuses, curriculums, and schedules of each Institute training program, some with evaluations); (2) training handbook, booklets, and brochures; (3) case studies; (4) discussion stimulators (problems designed to stimulate discussion during training programs); and miscellaneous training materials. Topics covered include preschool programs, housing, urban and rural manpower development, senior citizens, religious leadership, migrant education, welfare, consumer education, management information systems, health, and programs for the Spanish-speaking. Document includes a price list and order form.

AVAILABLE TEACHING MATERIALS FOR UNDEREDUCATED ENGLISH-SPEAKING ADULTS. Bordman, Catherine I. Newark Board of Education, New Jersey, Department of Adult Education. EDRS Order Number ED 022 104, price MF $0.25, HC $1.45. 27p. April 1968.

This guide to teaching materials and techniques for undereducated English speaking adults consists of the folowing-- (1) introductory remarks on student characteristics, student placement, and development of a proper classroom atmosphere, (2) procedures and materials for beginning classes, (3) books and aids for intermediate and advanced students, (4) materials for arithmetic, spelling, handwriting, pronunciation, and employment, and (5) suggestions on testing and the use of role playing.

ADULT BASIC READING INSTRUCTION IN THE UNITED STATES, AN ANNOTATED BIBLIOGRAPHY. IRA annotated bibliography, 15. Ford, David and Nicholson, Eunice. EDRS Order Number ED 017 832, price MF $0.25, HC $1.50. 28p. 1967. Also available for $0.40 from the International Reading Association, Box 695, Newark, Delaware 19711.

This annotated bibliography on adult basic reading instruction presents readers, practice materials, and other items to build reading programs, and professional publications to help teachers to use these materials skillfully. Comprehensive reading programs (including two that require the extensive use of machines), publications by the United States Government Printing Office, supplementary reading skill builders and practice items, materials for use with foreign born illiterate adults, and other publications are listed.

MATERIALS FOR TEACHING ADULTS TO READ. Otto, Wayne and Ford, David. EDRS Order Number ED 015 108, price MF $0.25, HC $2.55. 49p. December 1966.

An extensive survey and review of the materials available for teaching illiterate adults to read was conducted by questioning publishers about the literature they published for the adult basic literacy market. Based on the publishers' replies, the following six annotated lists of adult reading materials were compiled and are presented--basic reading programs for adults, supplementary skill builders, supplementary easy reading materials, U.S.Government Printing Office publications. Materials for teaching reading to foreign born adults, and a selected list of publications useful to literacy instructors. A checklist accompanies each program to aid in its evaluation.

CURRICULUM MATERIALS FOR ADULT BASIC EDUCATION. Prouty, Robert. EDRS Order Number ED 013 689, price MF $0.25, HC $0.45. 7p. 29 April 1967.

The author proposes that -- (1) an adult education curriculum should be based on specific needs, interests, abilities, and goals, (2) specifications for curriculum materials to be used should be established by the project staff, and (3) there is little or no commercially available material that will meet the above criteria.

MATERIALS FOR ADULT BASIC EDUCATION--AN ANNOTATED BIBLIOGRAPHY. Summers, Edward G. Indiana University, Bloomington, School of Education, Report number op in reading-Vol-1. EDRS Order Number ED 011 489, price MF $0.25, HC $1.45. 27p. 1967.

This annotated bibliography of 101 items refers to materials particularly useful to teachers and administrators interested in developing specialized programs for adult basic education and literacy situations. Included are professional and practical references to oral and written communication, arithmetic and mathematics, citizenship, and personal adjustment. For each item a series of descriptors pinpoints the content covered and the major areas of use for primary, intermediate, and beginning high-school levels.

## C. Materials; Lesson Plans

OPERATION ALPHABET, 1. Coates, Robert H., editor. Available from Noble and Noble, Publishers, Inc., 750 Third Avenue, New York, New York 10017. 128p. 1967.

Operation Alphabet 1 is the first of a series of workbooks planned to help adults learn to read and write. Each of the 100 lessons develops one idea of interest to adults, emphasizing key words and practice writing exercises. Words used in the lessons are defined at the end of the book.

OPERATION ALPHABET 1, TEACHER'S GUIDE. Coates, Robert H., editor. Available from Noble and Noble, Publishers, Inc., 750 Third Avenue, New York, New York 10017. 137p. 1967.

The Teacher's Guide provides suggestions for introducing each of the 100 lessons in Operation Alphabet 1. It lists materials needed, and outlines the presentation and writing practice.

OPERATION ALPHABET 2, PART ONE. Coates, Robert H. editor. Available from Noble and Noble, Publishers, Inc., 750 Third Avenue, New York, New York 10017.

128p. 1967.

Operation Alphabet 2 consists of ninety lessons for adults learning to read and write, in two volumes. Part 1 contains lessons one through forty. Lessons contain information about such aspects of daily adult life as applying for a job, paying taxes, managing a house, and shopping. There are stories about American history and people and events that have contributed to it.

OPERATION ALPHABET 2, PART TWO. Coates, Robert H., editor. Available from Noble and Noble, Publishers, Inc., 750 Third Avenue, New York, New York 10017. 160p. 1967

Part 2 contains lessons 41 through 90. Lessons contain information about going to the dentist, registering to vote, and planning a vacation. There are stories about American history and people and events that have contributed to it.

OPERATION ALPHABET 2, TEACHER'S GUIDE. Coates, Robert H., editor. Available from Noble and Noble, Publishers, Inc., 750 Third Avenue, New York, New York 10117. 140p. 1967.

Steps in teaching each lesson in Operation Alphabet 2, are outlined-stimulating interest, new words, silent reading, questioning for comprehension, reexamination of new words, reading exercises, writing practice, and paragraph writing. Lesson plans for both volumes are included.

LESSON PLAN MANUAL, A SERIES OF LESSON PLANS AND WORKSHEETS ON CONSUMER EDUCATION AND STUDENT WORKSHEETS FOR CONSUMER EDUCATION LESSON PLANS, ADULT BASIC EDUCATION. New York State University, Albany, New York, State Education Department, Albany, Bureau of Continuing Education Curriculum Development. EDRS Order Number ED 022 126, price MF $0.50, HC $5.25. 103p. 1967.

This manual provides teachers with lesson plans in consumer education. Each lesson contains background material offering the teacher specific information on the subject of the lesson, development of understandings, student worksheets, and discussion questions to encourage student involvement. The ten lesson plans are--Buying on time, Retail installment contracts, Shopping for money, Getting more for your money, Banking services, Fraudulent selling, Shopping for clothing and food, Sales--discount and seasonal, and Landlord-tenant relationship. Emphasis has been place upon the benefits derived from accurate information.

HELPING THROUGH LEARNING ENGLISH. Home Education Livelihood Programs. Albuquerque, New Mexico. Est 1967. Available from Socorro Publications, Home Education Livelihood Program, 120 Vassar, S.E., Albuquerque, New Mexico.

The literacy text is written for basic adult literacy classes in the Home Education Livelihood Program in New Mexico. The sixteen units provide reading and writing exercises based on conversations, Each unit is illustrated. Objects, names, and experiences familiar to laborers in the Southwest are used.

A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH. Erickson, John Sweetwater. Union High school, Chula Vista, California. EDRS Order Number ED 020 817, price MF $1.00, HC $13.40. 266p. 1968.

A course, complete with detailed lesson plans and practice drills, has been developed at San Diego State College, to provide the adult Spanish-speaking student with a basic foundation in American-English grammatical structure, as well

as an ample daily and professional vocabulary. The idea of translating concepts and vocabulary is used to teach foreign language to adults, with minimal explanation, in a short span of time. The subsequent simplification of grammatical concepts into a series of common structural exercises and patterns coupled with a large selection of both daily and professional vocabulary gives the adult student the opportunity to develop to the full extent of his capacity, motivation and interest.

HEALTH AND NUTRITION LESSON PLANS AND STUDENT WORKSHEETS, ADULT BASIC EDUCATION. New York State University, Albany, New York State Education Department, Albany, Bureau of Continuing Education Curriculum Development. EDRS Order Number ED 019 594, price MF $0.50, HC $6.35. 125p. 1967.

This manual provides adult basic education teachers with lesson plans in health and nutrition. Each lesson contains background material offering specific information on the subject of each lesson, aims, lesson development, and two student worksheets. Discussion questions are suggested to encourage the greatest possible student involvement. The ten lesson plans are -- Shots and immunization- tetanus, Measles, Tuberculosis, Cancer, Venereal desease, Keeping your food safe, Why we need food, It's up to you (mal-nutrition), Food in the morning, and Beware (food fads). Additional elements are flipcharts and filmstrips, each with its accompanying teacher's manual. Production of inexpensive phonograph disks related to the lessons is planned.

PRACTICAL GOVERNMENT, LESSON PLANS, ADULT BASIC EDUCATION AND STUDENT WORK-SHEETS FOR PRACTICAL GOVERNMENT LESSON PLANS. John, Doris M. and others. New York State Education Department, Albany, Bureau of Continuing Education Curriculum Development. EDRS Order Number ED 022 114, price MF $0.50, HC $5.05. Free copies of the document are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York, 12224. 99p. 1968.

This manual has been designed by the Bureau of Continuing Education Curriculum Development of the New York State Department of Education to provide teachers with suggested lesson plans in practical government. Each lesson contains background materials for the teacher, offering specific information on the subject of the lesson plans, aims of the lesson, development of understandings, and two student worksheets. As the main component of a packet of instructional materials, (including filmstrips and flipcharts), this publication constitutes the core of materials to use with students in adult basic education.

SERVICEMEN LEARN TO READ. PRACTICE BOOK NUMBERS I AND II (Educational Manual--MF 001.2). Harding, Lowry W. and Burr, James B. United States Armed Forces Institute, Madison, Wisconsin. EDRS Order Number ED 012 838, price MF $0.50, HC $5.90. 114p. 1956.

This workbook is planned to help servicemen read "Men in the Armed Forces," and to develop their reading ability. Book I contains 111 lessons which cover 142 pages of the reader. Book II in 100 lessons, covers pages 144-252 of the reader. Simple instructions are given but must be explained by the instructor.

READING FOR A PURPOSE. Adair, J. B. and Curry, Robert L. Available from the Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607 (code 1960). 223p. 1965.

This 50-lesson adult basic education textbook combines exercises in vocabulary building and phonics with sight reading passages that stress adult roles.

## VII. TEACHERS MANUALS AND GUIDES

A PRELIMINARY OVERVIEW OF METHODS AND TECHNIQUES IN ADULT LITERACY AND ADULT BASIC EDUCATION. Hand, S. E. and Puder, William H. Florida State University, Tallahassee. EDRS Order Number ED 021 158, price MF $0.25, HC $1.05.

Several methods and techniques proven successful in literacy and adult basic education are discussed: The Laubach method, the Gouin Theme method, the Community Approach method, the Basic English method, the Direct method, Techniques discussed include global (sight reading), synthetic, analytic-synthetic, eclectic, Bloomfield, and Gray.

LITERACY INSTRUCTOR'S HANDBOOK; AN ADVENTURE IN TEACHING. Wallace, Mary C. Available from Follett Publishing Co., 201 North Wells Street, Chicago, Illinois 60606. 123p. 1965.

The creator of the LARK method (Literacy and Related Knowledge) has written a handbook for teachers of illiterates in which she stresses the fact that the essence of the problem is not primarily one of reading and writing disability but one of cultural disability. In part I, she explains the problems and disabilities of illiteracy and suggests attitudes and methods the instructor can learn to establish rapport with the illiterate adult. In part II she discusses teaching the basic skills of reading, spelling, handwriting, English, arithmetic, and citizenship.

EFFECTIVE READING FOR ADULTS. Herr, Selma E. Available from William C. Brown Company, 135 South Locust, Dubuque, Iowa 52001. Second Edition. 234p. 1966.

After a consideration of the causes of ineffective reading, this publication presents organized lessons (including 50 reading selections) for improving adult reading skills, and specific suggestions for securing the main idea, developing word power, developing such skills as skimming, following directions, visualization, and perceptual ideas, and improving the visual and physical aspects of reading. A final reading test, progress record forms, and keys for exercises are included.

CURRICULUM DEVELOPMENT IN ADULT BASIC EDUCATION. Boone, Edgar J. and Quinn, Emily H. Available from Educational Opportunities Division, Follett Publishing Company, 1010 West Washington Blvd. Chicago, Illinois 60607. 47p. 1967.

Curriculum development for adult basic education requires the formulation of functional and meaningful educational objectives, the selection and organization of appropriate learning experiences, and the evaluation of educational outcomes. The statement of an objective should identify the learner, the content area, and the desired behavior change, and should be based on studies of undereducated adults and their environment and needs. Learning experiences should be chosen with attention to certain aspects (motivation, self-activity, clarity of objectives, repetition and association, effective relearning, individual differences, participant satisfaction) and must be organized to reinforce each other. Finally, evaluations must be made initially, at succeeding stages, and after the completion of instruction.

A HANDBOOK FOR LITERACY TEACHERS. McKilliam, K. R. Available from the East African Literature Bureau, P.O.Box 30022, Nairobi, Kenya. 1964.

The methods described in this handbook can be adapted for use in any language which can be written phonetically. Chapters cover the value of adult literacy, history of the alphabet, history of methods of teaching reading and writing, principles of teaching sounds as symbols, lesson construction, the method of teaching lessons, training the teacher, teaching devices, the literacy campaign, numbers and followup work.

TEACHING ADULTS TO READ, GUIDELINES FOR THOSE WHO TEACH READING TO ADULTS. Basic Education Handbook Series, I. Chapman, Byron E. and Schulz, Louis. Mott Basic Language Skills Program, Flint, Michigan. Series 1500/1965. Available from Allied Education Council Distribution Center, Galien, Michigan, 49113. Order No. AR 1501. 128p.

A discussion of adult literacy in the United States today, of the characteristics of the adult non-reader, and of the problems facing adult basic education teachers and administrators forms the introduction to this handbook for teachers of reading to adults. How to organize adult reading classes, screen and test students, select instructional materials and teaching methods, plan lessons, and find and solve reading problems are sections of the book. Lists of films for the reading program, a graded bibliography for students, a professional bibliography, a reading analysis check list, a readers' choice survey, graded vocabulary lists for testing reading levels, basic vocabularies, and a glossary are included. Research in problems of mental health and undereducation is listed by investigator and the federal education programs under the Economic Opportunity Act of 1964 are outlined. There is a proposal for a basic education teacher training institute. In the appendix the four Mott Basic Language Skills programs are described.

A HANDBOOK FOR TEACHERS OF ENGLISH (AMERICANIZATION-LITERACY). Revised edition. Steeves, Roy W. CAlifornia State Department of Education, Sacramento. Bureau of Adult Education. EDRS Order Number 016 191, price MF $0.50, HC $3.90. 76p. 1967.

This handbook was prepared by teachers of adults, based on their practical experience, as a guide for those newly assigned to teach English in the Americanization program of California's adult schools. Chapters cover teacher qualifications, student characteristics, what to teach (in which the curriculum is outlined for four sequential levels), textbook selection, evaluation (through testing and by teacher observation, and teacher self-evaluation), and administration of the program. THe audiolingual approach to teaching English as a second language is emphasized, including speaking, writing, and reading English, pattern practice, and teaching aids.

AN EVALUATION FOR CURRICULUM PLANNING IN ADULT BASIC EDUCATION 1968-69. Texas Education Agency, Austin. Available from Texas Education Agency, Austin, Texas. 16p. October 1968.

The purpose of this suggested curriculum evaluation guide is to help the teacher measure the student's progress and to help him plan for other activities as he sees the need. The items in the sample guide are divided into four sections: (1) objectives; (2) measurement (the development of means used to give evidence of student progress); (3) procedure (the methods and techniques to be used to obtain the desired performance); and, (4) an evaluation checklist.

A GUIDE FOR CURRICULUM PLANNING: BASIC EDUCATION FOR ADULTS. Texas Education Agency, Austin. EDRS Order Number ED 028 353, price MF $1.00, HC $10.35. Experimental copy 205p. September 1968.

This curriculum and teaching guide is designed to provide for adult learning in the areas of communication, mathematics, science and health, citizenship and social skills, and occupational opportunities. Typical characteristics of adult basic education students and of successful teachers are noted. Procedures and materials for imparting skills in listening, speaking, reading, writing, and spelling are outlined on three skill levels, with emphasis on the needs of non-English speaking students. Specific learning objectives, sequences of activities, and instructional materials are suggested for each content area.

RAPIDES EDUCATION FOR ADULT DEVELOPMENT: GUIDEBOOK AND MANUAL FOR TEACHERS OF ADULT EDUCATION IN RAPIDES PARISH. Rapides Parish School Board, Alexandria, Louisiana. EDRS Order Number ED 026 578, price MF $0.50, HC $4.45. 87p. 1967.

The operational manual for teachers of adult education in the Rapides Education for Adult Development Program of Rapides Parish, Louisiana, sets forth procedures, policies, philosophies, and programs as a guide to be followed uniformly by all teachers of adult classes.

CONDUCTING A PROGRAM OF BASIC EDUCATION WITH ADULTS. New York City Board of Education, Brooklyn, New York. Available from Board of Education of the city of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201. ($1.00). 87p. 1965.

To help teachers plan ways of motivating and guiding native under-educated adults in upgrading their literacy level, curriculum guides for basic skills in reading, writing, and arithmetic are presented to incorporate learning with a sense of relation to one's culture through a knowledge of rights, responsibilities, and literacy skills necessary to be an active community participant.

TEACHING READING TO ADULTS. Smith, Edwin H. and Smith, Marie P. National Association for Public School Adult Educati Washington, D.C. EDRS Order Number ED 024 912, price MF $0.50, HC available from National Association for Public School Adult Education, NEA, 1201 16th St., N.W., Washington, D.C. 20036. ($1.00). 71p. 1962

This manual describes a comprehensive reading program for adults and provides specific, practical help for teachers. Four stages in adult reading ability are identified: introductory; elementary; intermediate; and developmental, with various levels of each stage. Included are suggestions for procedures to determine reading levels of individual adults, teaching methods, and instructional materials (teaching machines, reading tests, and vocabulary exercises).

BASIC-REMEDIAL EDUCATION: HANDBOOK FOR MDT INSTRUCTORS. Tennessee State Board for Vocational Education, Nashville. EDRS Order Number ED 026 562, price MF $1.27, HC $13.65. 271p. 1968.

To provide information, examples, and ideas for teachers involved in Manpower Development Training programs, this handbook discusses many important aspects of such programs: basic philosophy, basic remedial education, the learning process, individual variations, classroom environment, course outline, lesson plans, the first and second weeks of classes, progression of instruction, instructional materials and aids, and closing the project--all from the viewpoint of an integrated plan to understand and treat the trainee as an individual who should be

helped to develop his full potential.

TEACHING READING IN ADULT BASIC EDUCATION. Smith, Edwin H., and Mason, George E. Florida State Department of Education, Tallahassee. Division of Vocational, Technical and Adult Education. Bul-71H-4. EDRS Order Number ED 019 600, price MF $0.50, HC $3.20. 62p. December 1965.

TEACHING READING IN ADULT BASIC EDUCATION is designed to give practical aid to those preparing for or engaged in adult basic education. While many of the suggestions are directed to those teachig reading classes, reading skills should be taught and developed when teaching in the other areas such as mathematics and general knowledge. The section on reading in special subject matter areas should prove of value to the teacher who has not had strong training in the teaching of reading. Chapters include teaching adults, stages of adult reading, assessing for instruction (including an informal reading inventory check sheet), general instructional methods, techniques for specific learning disability cases, techniques and materials for the introductory, elementary and intermediate stages (including developing recognition vocabulary and comprehension, selecting instructional materials, and writing materials), reading in the subject areas of mathematics, social studies, and science, the developmental stage, and an annotated bibliography of materials for the introductory, elementary and intermediate reading stages.

SPECIFIC TECHNIQUES FOR TEACHING READING. Smith, Edwin H. and others. Florida State Department of Education, Tallahassee, Division of Vocational, Technical and Adult Education. EDRS Order Number ED 019 599, price MF $0.25, HC $1.85, 35p. October 1965.

Competent literacy education involves the continuous diagnosis and correction of deficiencies. Through formal and informal diagnostic procedures and observation, teachers locate specific needs and defects and then apply specific techniques to meet those needs and correct or work around those defects. To help teachers locate techniques appropriate to the skill area needed, those in this bulletin are organized in four groups with an explanation of each preceding the techniques. The groups, which are further broken down into subcategories, are word recognition (learning the visual form of a word already in the aural vocabulary), comprehension skills (receiving, criticizing, and developing messages the authors are conveying at a speed appropriate to the task) and study skills (locating, organizing, and remembering information for educational growth.)

TECHNIQUES FOR TEACHING REMEDIAL CASES. Smith, Edwin H. and others. Florida Department of Education, Tallahassee. Division of Vocational, Technical and Adult Education. EDRS Order Number ED 019 601, price MF $0.25, HC $1.30. 24p. May 1966.

A disabled reader, defined as a person who shows a serious deficit in reading ability, can be one of two types--corrective case (in whom the capacity to learn is intact but other factors have inhibited progress in reading) and remedial case (a student whose reading disability has a more serious cause and cannot be removed). It is the cause of disability, not the amount of disability, that places a student in either classification. In Part One of this guide, identification of the remedial case is discussed. Part Two describes methods of teaching the remedial case--Fernald Modified VAKT, Cooper, Association, Hegge-Kirk-Kirk, Heller, Modified Montessori, initial teaching alphabet, Bloomfield-Barnhart, Gillingham-Stillman, and Sullivan associates Programmed Reading. Part Three is a bibliography.

PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS; PERSONNEL BIBLIOGRAPHY. SERIES NUMBER 18. United States Civil Service Commission, Washington, D.C. EDRS Order Number ED 029 202, price MF $0.50, HC $4.65. 91p. 1966.

This annotated bibliography covers the following areas: Training Programs and Activities in the Federal Government; Philosophy, Policies, and Objectives of Training; Organization of Training; Program Development and Implementation; Determining Needs for Training; Evaluation of Training; Surveys of Training Programs and Activities in Business and Industry; Training Programs and Activities in the Public Service; and Selected Research Studies on Training.

ADULT BASIC EDUCATION TEACHERS GUIDE; PRODUCED BY TEXAS ADULT BASIC EDUCATION WORKSHOP, AUSTIN, JUNE 10-21, 1968. Texas University, Austin. Extension Teaching and Field Service Bureau. EDRS Order Number ED 030 830, price MF $0.75, HC $8.35. 165p. 1968.

Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and inservice teacher training guidelines for use in the Texas Adult Basic Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading, and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction

TEACHING THE DISADVANTAGED ADULT. Ulmer, Curtis. EDRS Order Number ED 030 045, price MF $0.50. Hard copy available from the National Association for Public School Adult Education, Publications Sales Section, 1201 16th Street, N.W., Washington, D.C. 20036. $2.00. 98p. 1969

This set of instructional guidelines for adult basic education stresses understanding of the characteristics and problems of disadvantaged adults; developing basic communication skills (listening, speaking, writing); selection of instructional materials and equipment; effective classroom techniques for arithmetic and reading instruction; and an adult-centered approach to testing and counseling. Government agencies and other sources of community assistance are suggested as aids to adult basic education teachers in meeting instructional and related needs. Administrative and financial arrangements under Title III of the amended Elementary and Secondary Education Act are outlined. The document concludes by citing evidence of the favorable impact of adult basic education on the disadvantaged.

GUIDELINES TO TEACHING REMEDIAL READING TO THE DISADVANTAGED. Pope, Lillie. Available from Faculty Press, Inc., 1449 37th Street, Brooklyn, New York 11218. 125p. 1967.

This manual for nonprofessional tutors in remedial reading programs outside of the established educational structure deals with specific techniques needed for teaching children, adolescents and adults to read. It describes the problems of the student who comes for instruction and discusses the relationship between him and the tutor. It outlines in simple terms the skills that are involved in the reading act, the methods that can be used to evaluate a student's reading level and determine his special needs, the organization of a program of instruction, and the application of specific teaching techniques and materials. An inventory of elementary reading skills, a sample lesson plan, and a listing of the normal sequence for acquisition of reading skills are included. "Sound-Out

Lists" with letters, words, and pictures are categorized for teaching various phonetic elements. Suggestions for teacher-made games and devices are given.

CURRICULUM GUIDE FOR ADULT BASIC EDUCATION. Sibilsky, Jessie. Ypsilanti Public Schools, Michigan. EDRS Order Number ED 028 360, price MF $0.50, HC $6.45. 127p. January 1969.

This curriculum guide offers suggestions and guidelines for teaching adults reading, writing, spelling, and arithmetic, together with vocational skills, basic citizenship and social studies, and other skills and attitudes to help disadvantaged adults live and function more successfully. Specific subject matter, desired skills and concepts, and teaching procedures are indicated for three achievement levels: beginning (grades 0-3); intermediate (4-6); and junior high (7-9). Provisions for student recruitment, counseling, and evaluation, and for teaching English to the foreign born, are also suggested.

MISSOURI MANUAL OF OPERATION FOR ADULT BASIC EDUCATION. Missouri State Department of Education, Jefferson City. EDRS Order Number ED 029 242, price MF $0.25, HC $2.15. Revised Edition. 41p. July 1967.

This publication is an administrative guide for Missouri school administrators and local adult basic education supervisors. General information is given as to legislative uthority, standards for approval, procedures for implementation, expenditures and reimbursement, teacher qualifications, program administration, student eligibility and recruitment, teacher selection and preparation, instructional materials and equipment, and accounting procedures. The Missouri State Plan itself outlines provisions on such matters as state and local advisory committees; program planning and priorities; state criteria for program content and operation; special projects, teacher training, and research; cooperation with state and local agencies; grants to private nonprofit agencies; fiscal control; and state agency administrative review and evaluation.

PUBLIC ASSISTANCE, RIGHTS AND RESPONSIBILITIES. New Jersey Community Action Training Institute, Trenton. EDRS Order Number ED 022 118, price MF $0.25, HC $1.35. 25p. February 1967.

Based primarily on two official manuals of the Division of Public Welfare of the New Jersey Department of Institutions and Agencies, this handbook on public assistance rights and responsibilities can be used as a training manual for community action workers, and as a reference book for such workers and for those eligible for public assistance. Information is given on the role of community action antipoverty organizations, county welfare boards, types of categorical and general assistance (assistance for the blind, aid to dependent children, medical assistance for the aged, old age assistance, the Cuban refugee program), required data from welfare clients, complaints and fair hearings, special allowances, family budgeting, the Federal food stamp program, baby care, vocational retraining, legal services and eligibility.

NEW CAREERS: GENERIC ISSUES IN THE HUMAN SERVICES. A SOURCEBOOK FOR TRAINERS. Shatz, Eunice and others. University Research Corp. Washington, D.C. EDRS Order Number ED 025 468, price MF $0.50, HC $3.75. Also available from New Careers Inst., University Research Corp., 1424 16th St. N.W. Washington, D.C. 20036. 73p. August 1968.

Designed for use by trainers in preparing unskilled workers with minimum education

(at least fourth grade reading ability) for entry as nonprofessionals in human services, this manual is organized around the core of understanding of individual and group behavior and needs and of methods of interviewing or obtaining and recording information needed by all social service aides; it is intended as a basis for small group discussions occurring simultaneously with the specialty skill and on-the-job training components of the New Careers program. (An accompanying manual for trainees is also available.) The generic issues presented concern individual growth and development (practical skills including remediation and interviewing skills) and the individual and his relationship to work, people (human growth and development, human behavior and needs, communication skills, and group process), and the community (community structure, poverty, the Negro, law and society, and consumer education). The topics are accompanied by objectives, content outlines, and bibliographies.

NEW CAREERS: THE SOCIAL SERVICE AIDE. A SOURCEBOOK FOR TRAINERS. Goldberg, Gertrude and others. University Research Corporation, Washington, D.C. EDRS Order Number ED 025 466, price MF $0.25, HC $2.80. Also available from New Careers Inst., University Research Corp. 1424 16th Street, N.W., Washington, D.C. 20036. 54p. October 1968.

This manual is designed for trainers of social service aides in New Careers training programs. In these programs, (1) persons from disadvantaged backgrounds are prepared through on-the-job training and other methods for entry-level positions in human service agencies; (2) employing agencies are motivated to make corresponding changes in their structures, supervisory patterns, and attitudes to accommodate New Careerists; and (3) both New Careerists and employing agencies plan for career advancement opportunities and resultant changes in human service. Included in this guide are an explanation of the New Careers Training Model and a glossary of New Careers terms plus explanation of the trainer's responsibilities.

NEW CAREERS: A MANUAL OF ORGANIZATION AND DEVELOPMENT. Klein, William and others. University Research Corp. Washington, D.C. EDRS Order Number ED 025 471 price MF $0.25, HC $1.05. Also available from New Careers Inst., University Research Corp. 1424 16th Street, N.W., Washington, D.C. 20036. 19p. September 1968.

Based on material drawn from experimental programs at Howard University Institute for Youth Studies (1964-67), this manual is intended for those wishing to train workers as nonprofessionals in the human services (health, education, mental health, recreation, child care, research, and community organization) and is designed to be used with related curriculum manuals on specific occupational and skill areas. While the manual is predicated upon core-group training, the authors nonetheless recommend the manual, on the basis of its generic approach, for training programs not using the core-group model.

NEW CAREERS: THE TEACHER AIDE. A MANUAL FOR TRAINERS. Steinberg, Sheldon S. and Fishman, Jacob R. University Research Corp. Washington, D.C. EDRS Order Number ED 025 470, price MF $0.25, HC $2.25. Also available from New Careers Inst., University Research Corp., 1424 16th St., N.W., Washington, D.C. 20036. 43p. October 1968.

This manual is intended for use by trainers of teacher aides in New Careers programs (which focus on training the unemployed and/or underemployed for entry-level placement as nonprofessionals in human service occupations). An introductory chapter considers the qualifications of the training team, qualifications of the trainee, the function and job description of the teacher aid in both

elementary and secondary schools. Chapter 2 describes typical problems encountered in teacher aide training and outlines possible solutions. In Chapter 3, the organization and structure of the New Careers Training Model are explained, including the rationale for curriculum content areas, points to stress during training, articulation of program components, and program scheduling. Chapter 4 presents a basic curriculum in education, complete with suggested discussion units and activities.

NEW CAREERS: ENTRY-LEVEL TRAINING FOR THE HUMAN SERVICE AIDE. Pointer, Avis Y. and Fishman, Jacob R. University Research Corp. Washington, D.C. EDRS Order Number ED 025 469, price MF $0.25, HC $1.50. Also available from New Careers Inst. University Research Corp. 1424 16th St. N.W., Washington, D.C. 20036. 28p. March 1968.

This manual is an introduction to the New Careers Program, a program developed to train the unemployed and/or underemployed in entry-level skills for nonprofessional jobs in the human services ("the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services," including "health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment"). Included are a glossary of New Careers Program components, a general introduction to the basic concepts and principles of the New Careers Program, an explanation of the training design, descriptions of the entry training program components and the training methods, and consideration of program certification and accreditation.

## VIII. STUDENT CHARACTERISTICS; RECRUITMENT; TESTING; COUNSELING

INTEREST IN TRAINING. North Carolina Training Needs Study, Number 1. Marsh, C. Paul and Brown, Minnie M. North Carolina Agricultural Extension Service, Raleigh. Misc. Ext. Publ. No. 5. EDRS Order Number ED 017 834, price MF $0.25, HC $0.95. 17p. August 1965.

A study of the training needs of rural disadvantaged Negro families in North Carolina was conducted in 12 communities. Information was gathered on educational level and vocational training, employment history, the extent of poor health and physical handicaps, levels of occupational aspiration and willingness to migrate and/or to participate in training programs to attain these aspirations, knowledge of public agencies, access to communication media, organizational participation, and informal leadership patterns. Two questionnaires were used--one to obtain data about the household from the household head, and one completed by all in the sample households between 15 and 49 years of age, no longer in school, and not disabled. The low educational level indicates that few of the respondents are likely to qualify for technical training without further basic education. There appears to be interest among adults in educational and training programs perceived as relevant to better job opportunities, especially if they are free and given locally. However, income levels are so low and many individuals are already so discouraged that the widespread translation of this interest into participation in such programs is likely to be successful only to the extent that local leaders at the small community level understand the problems and are committed to them.

AN INVESTIGATION OF ADULT NEGRO ILLITERACY; PREDICTION OF READING ACHIEVEMENT AND DESCRIPTION OF EDUCATIONAL CHARACTERISTICS OF A SAMPLE OF CITY CORE ADULT NEGRO ILLITERATES. Berke, Norman Daniel. State University of New York, Buffalo. University Microfilms, Order No. 67-11,507, MF $3.00, Xerography $7.20). Ed.D. Thesis. 153p. 1967

A study was made of variables maximally predicting reading achievement in adult Negro illiterates, and of educational characteristics of 42 such adults in the Buffalo inner city. Subjects were tested with the Wechsler Adult Intelligence Scale (WAIS), the Leiter Adult Intelligence Scale (LAIS), the David Eells Games (DE), and and Experience Inventory (EI). After 200 hours of instruction, each subject was given a form of the Stanford Achievement Tests in Reading (Primary Level). Findings included the following: (1) reading gains correlated significantly with EI Functional Knowledge, DE Probabilities; EI Utilitarian Books, and DE Analogies; (2) tests for illiterate adults should be visually simple, with uncomplicated directions, several samples for each series of items, and no time limit; (3) all subjects showed ineffective visual and auditory discrimination skills; (4) higher achievers came from smaller families, and from families where there was reading; (5) a greater percentage of achievers' mothers and sisters could read than could those of low achievers; (6) reading comprehension level was not a good indication of reading potential.

CHANGE OF INTEREST BETWEEN YOUNG ADULTHOOD AND EARLY MIDDLE AGE AMONG PARTICIPANTS IN ADULT EDUCATION PROGRAMS. Phifer, Bryan M. Chicago University, Illinois. Available from the Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Illinois 60637. 1964.

An attempt is made to determine change in certain personality traits of participants in adult education programs between young adulthood and early middle age, and to test the validity of social science theory and developmental tasks concepts

concerning the relative interests of young and early middle-age adults in the physical and the cultural areas of life. Data from 646 respondents between the ages of 25 and 45 verified Jung's theory and development tasks concepts that young adults are more interested in the physical area of life (family, home, job interests) than in the cultural and liberal education interests). Data did not verify Jung's theory and developmental tasks concept that early middle-age adults are more interested in cultural areas of life than young adults. Level of cultural interests rose significantly with level of education, while level of physical interest decreased significantly with level of education. Women were significantly more interested than men in the cultural area.

TOWARD A DEFINITION OF HOMEMAKER LITERACY. Spitze, Hazel Taylor. in JOURNAL OF HOME ECONOMICS; v60 n5 p333-6, May 1968. 4p.

The problem of how to reach disadvantaged homemakers at the level of their interest and to develop functional literacy is discussed. An example of a sample day in the life of an illiterate homemaker illustrates the common situations which make demands on her.

ADULT BASIC EDUCATION: A STUDY OF THE BACKGROUNDS, CHARACTERISTICS, ASPIRATIONS AND ATTITUDES OF UNDER GRADUATE ADULTS IN WEST VIRGINIA. Divita, Charles, Jr. West Virginia Research Coordinating Unit for Vocational Education, Huntington. EDRS Order Number ED 030 789, price MF $0.50, HC $5.10. 100p. 1969.

A survey was made of 4,912 students in the Adult Basic Education program in West Virginia to determine their backgrounds, characteristics, aspirations, and attitudes. They were found to be in sociological and economic patterns similar to those of their parents; both groups were school dropouts from rural areas and both were undereducated, economically depressed persons with large families. The great majority had a minimum of 20 to 30 potentially productive years before retirment age. Presently they were employed in public assistance type programs; most had been either unwilling or unable to relocate in other areas. They were participating in the program to get a job or a better job, to obtain a high school equivalency diploma, or to learn to read and write better. Most had no problems in attendance such as lack of time or transportation, or domestic problems; and most were pleased with course. It was recommended that more centers and programs be established, more persons recruited, guest speakers and resource persons be used, transportation be provided when necessary, night high schools or summer high schools be initiated, vocational training programs also be provided, and counselors, social workers, and placement personnel be added.

LEARNING ABILITIES OF DISADVANTAGED ADULTS. Sticht, Thomas G. George Washington University, Washington, D.C., HumRRO. Clearinghouse for Federal Scientific and Technical Information, (AD-688-811, MF $0.65, HC $3.00) 16p. March 1969.

A summary of literature concerned with the learning abilities of disadvantaged adults showed no definitive evidence to suggest that they have any less ability to learn than other adults. A paucity of research relating to this problem is noted. Recommendations for future research include the development of long-term, extended training studies to explore learning in situations oriented toward life in the community.

RECRUITMENT IN ADULT BASIC EDUCATION, HANDBOOK. Mulvey, Mary C. Prepared for the New England Regional Adult Education Conference, Lexington, Mass. April

17, 1969. EDRS Order Number ED 030 800, price MF $0.75. 146p. April 1969.

The handbook contains general information about adult basic education (ABE) and publicity for programs in the Providence School Department in particular, complete with materials used for recruitment via posters, newspapers articles, radio, television, and mailed flyers. Problems and causes of adult illiteracy are briefly discussed followed by ABE objectives, recruitment methods of undereducated adults, community resources. Many of the materials aim at recruitment of adults for classes in English as a second language.

A CASE HISTORY IN THE TREATMENT OF ACADEMIC FAILURE; SOME SUGGESTIONS FOR PROFESSIONALS IN WORK/TRAINING PROGRAMS FOR THE DISADVANTAGED. Hodell, Louise. Mobilization for Youth, Inc., New York, New York. EDRS Order Number ED 023 755, price MF $0.25, HC $0.80. 14p. May 1968.

A case history of a 16-year-old Puerto Rican male high school dropout is presented to illustrate the visual-perception difficultires resulting in illiteracy and academic failure.

A STUDY OF LITERACY VOTER TESTS. Cortright, Richard W. A paper prepared for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education (March 9-18, 1969.) EDRS Order Number ED 029 218, price MF $0.25, HC $0.90. 16p. [1968].

A review of the political controversy surrounding the constitutionality of literacy tests and fairness of judging literacy at a sixth grade level resulted in analysis of literacy voter tests in several states, and Louisiana and Alabama in particular. Both states required citizenship, age of 21, and ability to read and write any article of the United States Constitution, with Alabama requiring the English language be used. The Dale-Chall Readability Formula was applied to the Louisiana test and revealed a ninth grade reading level. The Flesch Formula was applied to the Alabama test, in addition; and the Dale-Chall reading level revealed a grade of thirteen to fifteen; while a third formula by Gunning revealed a grade of thirteen to fifteen; while a third formula by Gunning revealed an eighth grade score. It was concluded that the tests were not based upon a sixth grade reading level, and either this grade should be changed to an eighth grade level or above, or a different test not requiring reading of the Constitution should be used. An alternative would be to teach registrants with special reading materials with technical political vocabulary. It was recommended that one consider the ability to take tests, to fill in blanks, and to complete multiple choice questions and sentences.

READING DIAGNOSIS AND REMEDIATION. Strang, Ruth. Indiana University, Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Delaware. EDRS Order Number ED 025 402, price MF $1.00. Also available from International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711. $3.00 to members, $3.50 to nonmembers. 204p. 1968.

This monograph includes an extensive review and evaluation of the research literature and offers teachers and clinicians background for understanding reading diagnosis, the correlates and causes of reading disabilities, diagnostic techniques, and remediation. The following topics are discussed:(1) the nature and levels of diagnosis, (2) the characteristics and conditions related to reading achievement and disability, (3) severe reading disabilities, (4) diagnostic techniques, (5) diagnosing special groups, (6) remediation, and (7) trends, needs, and future directions in diagnosis and remediation. There is a growing emphasis on early diagnosis.

EDUCATIONAL GOALS AND MOTIVATIONAL DETERMINANTS INHERENT IN PARTICIPANTS IN VOLUNTEER LITERACY EDUCATION. Buttz, John Raymond. Indiana University, Bloomington. University Microfilms Order No. 68-17,258, MF $3.00, Xerography $7.00. Ed.D.Thesis. 146p. 1968.

This investigation sought to determine and assess educational goals and motives of adults enrolled in Indiana adult literacy programs, analyze implications for increasing the effectiveness of such programs, and explore procedures for improving program design and operation. Participants were interviewed concerning their personal characteristics, expressed educational and economic goals, reasons given for inability to read, and the length of time already spent in a given program. These were some of the conclusions: (1) respondents varied widely in age, sex, educational achievement, annual income, and marital status, indicating that participants are not necessarily homogeneous in any of these respects; (2) economic and educational goals may be more important to married than to single persons; (3) respondents may not necessarily be receiving income commensurate with their educational backgrounds; (4) achievement of a high school diploma is only one of the motivational factors in volunteer literacy education; (5) those who have completed the sixth grade or above may have different motives for learning to read than those with less schooling.

STANDARDIZATION OF A SPANISH LANGUAGE ADULT INTELLIGENCE SCALE. Final Report. Green, Russel F. and Martinez, Juan N. Puerto Rico University, Rio Piedras. EDRS Order Number ED 013 045, price MF $1.00, HC $12.95. 257p. March 1967.

A need for an adequately developed and standardized intelligence scale in the whole of Latin America resulted in the WAIS project whose aim was to translate into Spanish, adapt to Spanish culture, and standardize the Wechsler Adult Intelligence Scale in Puerto Rico. Following a discussion of the four general goals, the project report outlines the nine phases by which the goals were accomplished. In the section that follows, the results of the statistical analyses, supported by numerous tables, are presented in detail. Data cover (1) analyses of the total population represented, (2) the Guatemala extension of the project, (3) the development of the new manual, (4) the standardization sample of the total population represented, (5) the problem of predicting the rate of change of IQ and the need for automatic adjustment of norms or restandardization and (6) the prediction of norms from a relatively small sample. A discussion of the serious questions that can be raised about the quality of the test precedes a section containing conclusions, implications and recommendations,

BASIC READING INVENTORY, FORM A, and ADULT BASIC READING INVENTORY, FORM A, MANUAL OF DIRECTIONS and TECHNICAL REPORT No. 1, BASIC READING INVENTORY. Burnett, Richard W. Scholastic Testing Service, Bensenville, Illinois. Available from Scholastic Testing Service, Inc., Bensenville, Illinois 60106. 1966.

The Adult Basic Reading Inventory is designed for use with any age group for immediate identification of the individual's capability to learn to read. Potential strengths and weaknesses are established to aid in the proper assessment of reading materials for use in both individual and group instruction. The manual offers directions for test administration and interpretation of test results and an overview of the reading learning process to aid the instructor in building an effective literacy program. Originally developed under the sponsorship of the Adult Education Department of the Illinois Superintendent of Public Instruction, the inventory can be used in all basic adult education programs. (This document includes the Adult Basic Reading Inventory Form A and manual of directions, and a technical report which gives correlations of the Basic Reading Inventory with other measures of reading ability--Kuder-Richardson, California Reading Test, Gates advanced Primary Reading Test, and Gates grade equivalent scores.

ESTIMATING READING ABILITY LEVEL FROM THE AQE GENERAL APTITUDE INDEX. Madden, Howard L and Tupes, Ernest C. Personnel Research Laboratory, Aerospace Med. Div. Available from the Defense Documentation Center, AS AD 632 182. February 1966.

Conversion tables are presented for estimating reading achievement (reading grade level as measured by the California Achievement Test and scaled score as measured by the Davis Reading Test) from the Airman Qualifying Examination General Aptitude Index. Distributions of estimated reading grade are shown for non-prior-service airmen entering the Air Force in 1964 and 1965 for the total group and for subgroups split on years of education completed. Distributions of estimated reading grade are also presented by career field for airmen assigned to 29 career fields. It is pointed out that a wide range of reading ability was found within each career field and that the career fields differed considerably with respect to average reading ability. The implications for the writing of career development courses and technical manuals are discussed.

TESTS OF ADULT BASIC EDUCATION, Levels M and D, with Examiner's Manuals (In Seven Parts). (Preliminary Edition). California Test Bureau, Monterey. Published by McGraw-Hill, California Test Bureau, Monterey, Calif. 1967.

The Tests of Adult Basic Education are a complete system for testing achievement of adults, based on two levels of the California Achievement Tests (M and D) and a planned third lower level. Level M (Medium) is an adaptation of the Elementary Level and Level D (Difficult), an adaptation of the Junior High Level. Item revisions were made as needed to fit the maturity status of adults. There are six tests in the major skill areas of reading, language, and arithmetic The examiner's manuals include instructions for administering and scoring the tests and also tabulations of grade place norms.

AN ANALYSIS OF CERTAIN METHODS FOR INCREASING THE VALIDITY OF THE AIRMAN QUALIFYING EXAMINATION FOR THE CLASSIFICATION OF BASIC AIRMEN. Tupes, Ernest C. and others. Personnel Research Laboratory, Lackland Air Force Base, Texas. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-661-997, MF $0.65, HC $3.00. 21p. August 1967.

Screening and initial assignment of non-prior service enlistees in the United States Air Force is based primarily on any of four aptitude composites, each derived by a simple summation of scores on certain subtests of the Airman Qualifying Examination. The present report describes a study designed to determine the increase in validity for prediction of performance in technical training courses which might be obtained by the use of (1) aptitude composities derived from optimally weighted subtests along with additional information, (2) separate aptitude composites derived for each technical course, (3) separate aptitude composites derived for enlistees from different geographical areas, or (4) various combinations of these variables. Data from 46,000 enlistees and 88 technical courses were analyzed. It was concluded that both the addition of information to the aptitude composites and the use of separate composites for each technical course would significantly increase the validity of the selection and classification system.

REVIEW. Cohen, S. Alan. In JOURNAL OF COUNSELING PSYCHOLOGY; v16 n3 p281-282 1969.

Designed to help "teachers analyze specific behavioral deficiencies. Tests of Adult Basic Education may be useful as a pre-post measurement for groups". The

validity, reliability, and norms of the test were compared with those of the California Achievement Test battery.

FURTHER VALIDATION OF THE OHIO LITERACY TEST: CORRELATION WITH THE WECHSLER ADULT INTELLIGENCE SCALE AND GRADE ACHIEVED IN SCHOOL. Sung, William W.K and Gianturco, Judith. In JOURNAL OF CLINICAL PSYCHOLOGY; v24 n2 2p. April 1968

To test the Ohio Literacy Test's (OLT) correlation with the Wechsler Adult Intelligence Scale (WAIS), the scores of 493 patients who had received both tests at the Durham, North Carolina Veterans Administration Hospital were studied. Results showed that the OLT scores do not correlate significantly with age, and correlate highest with the WAIS Verbal IQ, indicating that the OLT is a reliable and rapid means of estimating verbal intelligence.

PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS. Hand, S. E. and Puder, William H. Florida State University, Tallahassee. EDRS Order Number ED 016 161, price MF $0.25, HC $1.55, 29p.

To understand better the learning characteristics of culturally disadvantaged adults and to study the emotional factors commonly observed among this population which appear to inhibit participation in organized educational activities and learning, the literature in several areas of psychological research was surveyed. In this paper the researchers; (1) examine the concept of Self as it pertains to the adult basic education student, (2) review Rokeach's hypothesis of the Closed Belief-Disbelief System in an effort to relate it to the emotional make-up of adult basic education students, (3) describe the "Closed" social environment which gives rise to the phenomenon of the "Closed" mind, and (4) identify some of the personality characteristics of the adult basic education student which interfere with his potential as a learner. In addition to overcoming such personality factors as alienation, avoidance, hostility toward authority, withdrawal, violent agression, fear of schools, self-image as an illiterate, rejection of the desire to develop intellectually, mental blocks against the world, and rigid value systems, the illiterate must break out of a slough of defeat and despair if he is to achieve.

PERSONNEL SERVICES FOR ADULTS. In BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS; v52 n324 p58-65. January 1968. Hoffman, Fred W. January 1968. 8p.

In Pinellas County, Florida, personnel services including counselors, psychologists, and social workers were established in each of the adult evening high schools, the adult vocational training center, the technical education center, and the adult basic education centers to assist adults to adapt to a changing society. The guidance personnel also attempt to reach high school dropouts through letters over a six month period and will provide personal contact through home visits with dropouts in the future. A program is planned to give counseling services to local industrial employees wishing to upgrade their educational level. The most effective continuing evaluation of personnel services is provided by a monthly inservice meeting in which case histories and taped counseling interviews are criticized.

COUNSELING EDUCATIONALLY DISADVANTAGED ADULTS. PROCEEDINGS OF INSTITUTE SERIES. Pattison, Rose Mary, Editor. Indiana State Department of Public Instruction, Indianapolis, Division of Adult Education. EDRS Order Number ED 023 015, price MF $0.75, HC $8.00. 158p. 1968.

In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had attended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs. Counselors' perceptions of the undereducated adult as an educable entity increased after the institute, but there was a slight decrease in the perceptions of the adult as an economic unit and as a human being. The selected group who attended the residential institute did not differ from the total group.

THE EFFECT OF SOCIABILITY ON THE TYPE AND RATE OF INTERACTION IN SMALL GROUPS. Rose, Harold. EDRS Order Number ED 025 728, price MF $0.25, HC. $1.00. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969.) 18p. 1969.

This study sought to determine the effect of sociability, a personality variable, on the kind and number of statements made by an individual in a group. Subjects were 65 adult basic education workshop participants from Alabama, Florida, Georgia, Mississippi, and Tennessee. They were divided into seven groups by stratified random sampling on age, sex, and race; group leaders were rotated to control the effect of differing leadership styles. Data on interaction, sociability, and demographic factors were obtained with the Reciprocal Category System, a scale of social introversion and extraversion, and a brief questionnaire. All types of interaction but one correlated significantly with interaction rate. None of the demographic variables (age, sex, race, administrative experience, teaching experience, educational background) correlated significantly with interaction. Implications for research were noted.

A STUDY OF DROPOUTS IN AN ADULT BASIC EDUCATION PROGRAM AND SUGGESTIONS FOR IMPROVING THE HOLDING POWER OF THESE PROGRAMS. Hawkins, Dorothy Lee. Indiana University, Bloomington. University Microfilms, Order Number 69-6738, MF $3.00, Xerography $6.40. Ed.D.Thesis. 131p. 1968.

This investigation sought to discover why adults dropped out of the adult basic education program and the General Education Development program in the New Orleans public schools, and to suggest ways of reducing the number of dropouts. A specially constructed interview schedule was used to obtain data from a 10% random sample of 1965-67 dropouts listed in the two programs. Responses of the 50 interviewees, all Negroes, indicated thatthe main reasons for withdrawal were such personal ones as personal illness, conflict in employment schedule, and childcare problems. Institutional factors played a negligible part. A need was seen for small groupings, diversified programs, and flexible schedules, and for an awareness of realistic short-range and long-range goals to serve as incentives for adult students.

MOTIVATING THE ABE STUDENT--WILMINGTON PROJECT. Goodman, Ruth. In ADULT LEADERSHIP; v17 n3 p355-6. February 1969.

In the Wilmington, Delaware, Adult Basic Education Project students are being motivated by teaching via the learning laboratory concept. Remedial and developmental reading, computational skills are given meaning in functional application, or in small group social living skills discussions.

A DESCRIPTION AND ANALYSIS OF SELECTED CHARACTERISTICS IN ADULT BASIC EDUCATION IN

HILLSBOROUGH COUNTY, FLORIDA. Dutton, Marion Donnie. Florida State University, Tallahassee. University Microfilms Order Number 68-7790. Ph.D.Thesis. 183p. December 1967.

The purpose was to identify the personal, behavioral, and perceptual characteristics associated with participants in a stipend versus a nonstipend adult basic education program in Florida and with an attitudinal variable, alienation, as measured by Dean's scale. Data were obtained from 96 stipend and 155 nonstipend students by means of a questionnaire and the alienation scale. Of the 101 independent variables, 55 were significantly related to type of participation and 19 to degree of alienation. Findings supported the following conclusions: (1) participants in the stipend program differ significantly from those in the other program; (2) adult basic education participants showing a high degree of alienation differ significantly from those showing little alienation; (3) low income, undereducated adult basic education students have problems but do not make extensive use of agencies available for solving these problems; and (4) the students learn about adult classes from many sources.

OFFICE OF EDUCATION, REGION 7, GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. PHASE 1 REPORT. Texas University, Austin. Extension Teaching and Field Service Bureau. U.S.Office of Education, Washington, D.C. EDRS Order Number ED 031 638, price MF $0.75, HC $8.00. 158p. February 1969.

This report seeks mainly to analyze and clarify the current state of adult basic educational guidance and counseling in the states of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Statistics appear on (1) numbers of potential and actual students in the five states, male and female students, participation by age groups, and attrition; (2) full-time, part-time, and day and evening facilities, with classes per state, average numbers of classes per center, rural and urban centers and class sizes; (3) full-time and part-time teachers, with age, sex, education, experience in adult basic education, and attrition rates; and (4) the guidance functions of teachers, administrators, supervisors, counselors, and outside agencies for individual states and throughout the region.

OFFICE OF EDUCATION, REGION 7, GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION, PHASE 2 REPORT. Texas University, Austin, Extension Teaching and Field Service Bureau. EDRS Order Number ED 031 639, price MF $1.00, HC $10.45. 207p. May 1969.

This report interprets information from the first phase of a Federally funded adult basic educational guidance and counseling project in Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Findings and conclusions are presented as to the cultural, psychological, and other characteristics of students; problems encountered in designing guidance and counseling programs; definitions of activities and positions (including administrator, supervisor, counselor, and paraprofessional); guidance and counseling functions of teachers and other personnel; methods of program implementation and administration; educational, social, personal, vocational, and other content in each state program; and principles of guidance and counseling. A team approach to guidance and counseling is outlined. Evidence suggets that funding and teacher orientation are the main concerns of program leaders, and that adult basic education teachers must become familiar with the sociological, psychological, and physiological factors affecting their students.

A STUDY OF THE CHARACTERISTICS OF SUCCESSFUL AND UNSUCCESSFUL STUDENTS ENROLLED IN THE ADULT INDIAN TRAINING PROGRAM CONDUCTED BY THE ADULT EDUCATION CENTER OF THE UNIVERSITY OF MONTANA. Allen, Ronald Lorraine. Montana University, Missoula.

University Microfilms Order Number 69-2265, MF $3.00, Xerography $6.60. Ed.D.Thesis. 138p. 1968.

This study sought to determine characteristics of successful and unsuccessful students in a program of adult Indian basic, prevocational, and family life education conducted at the University of Montana. Subjects were 127 Indians from seven Montana reservations. They were divided into three groups; those who successfully completed the program: unsuccessful students who withdrew voluntarily; and unsuccessful students who were terminated for disciplinary reasons. Other variables were home reservation, age, sex, marital status, amount of Indian blood, type of school attended, highest grade completed, and results on the California Achievement Test (CAT), Nelson Reading Test, and General Aptitude Test Battery (GATB). Older enrollees (over 27), and those from the Blackfeet and Crow reservations, were more successful, respectively, than younger enrollees and those from other reservations. Enrollees who had attended Indian schools were less successful than those from mission schools or public schools. Performance on the CAT, the GATB, and the Nelson Reading Test apparently was not related to success or lack thereof.

ADULT BASIC COUNSELING AND TESTING PROGRAM; PILOT PROJECT EVALUATION REPORT. Eastern Wyoming College, Torrington. EDRS Order Number ED 030 060, price MF $0.25, HC $2.45. 47p. 1969.

Undertaken by Eastern Wyoming College, this pilot program of adult basic counseling and testing sought to stimulate the enrollment of school dropouts in adult basic education courses, help enrollees discover their vocational interests and capabilities, and aid them in their personal and social adjustment. A full-time counselor took charge of recruiting students, testing them for class placement, counseling them after enrollment, and offering subsequent vocational counseling as well as academic counseling. The General Aptitude Test Battery, five other diagnostic and achievement tests, and a self-image questionnaire proved especially useful as measurement instruments. Student interviews and a definite enrollment increase, with fewer dropouts and a higher percentage of General Educational Development test completions, gave evidence that the porject had achieved many of its objectives.

THE RELATIONSHIP BETWEEN ACHIEVEMENT OF ADULT STUDENTS AND VARIOUS STRUCTURED CLASSROOM SITUATIONS. Varnado, Jewel G. Florida State University, Tallahassee. University Microfilms Order Number 68-11,687, MF $3.00, Xerography $5.20. Ph.D.Thesis. 105p. 1968.

This study investigated the relative effectiveness of selected methods and materials in adult basic education classes. Materials were regular child centered public school textbooks, recent publications designed for elementary class instruction which had been considered reasonably appropriate for adult classes, and materials written especially for undereducated adults. Participants were Negroes, largely women, covering a wide age span. Teacher dominated, restricted procedures, and pupil initiated, class cooperative procedures were compared. One hour classes were held five nights a week for eight weeks near the students' homes. The study revealed no significant differences between subgroups as to distribution of pretest grade level scores. However, there was a significant gain within classes in which the new instructional materials were used, regardless of the instructional method. The greatest improvement was made in the pupil centered classroom in which new materials were used.

EVALUATION TOOLS FOR ADULT EDUCATION: THREE AIDS FOR TEACHERS AND COUNSELORS OF UNDER-EDUCATED ADULTS. Pattison, Rose Mary and Payne, Joseph C. Available

from Follett Educational Corp., Follett Publishing Company, 201 North Wells Street, Chicago, Illinois 60606. $2.00. 52p. 1968.

This guide to evaluation of instructional materials for adult basic education includes: (1) a discussion of evaluation and selection of materials; (2) a specific plan for a group practicum experience; (3) rating sheets with items categorized by sections; (4) a reconciliation sheet with assigned numerical weights for the various items along with directions for arriving at a relative numerical value, or scaled rating for the material being reviewed; (5) a reaction sheet with space for the reviewer's additional personal reactions. There is discussion of administrative leadership; objectives and related aids; a program successfully used in the army; and programed instruction.

## IX. TEACHERS; ADMINISTRATORS; TEACHER TRAINING

A STUDY OF THE RELATIONSHIP OF TEACHER AND STUDENT VALUES, ATTITUDES, AND PERCEPTIONS OF STUDENTS' PROBLEMS TO ACHIEVEMENT AMONG ADULT BASIC EDUCATION STUDENTS. Newman, Marjorie. Florida State University, Tallahassee. EDRS Order Number ED 030 055, price MF $0.50, HC $5.20. M.S.Thesis. 102p. June 1969.

This study examined factors contributing to achievement among adult basic education students, with emphasis on the student-teacher relationship as determined by differences between the two groups in values, attitudes, and perceptions of student problems. Subjects were 120 students and 12 teachers in an adult basic education program in the Mississippi Delta region. Student achievement was measured by grade level scores on pretests and posttests using the Adult Basic Learning Examination; values, attitudes, and perceptions were assessed by the special Attitude-Problem Questionnaire. Findings included the following: (1) although teachers were lower middle to middle class in values and attitudes and most students (87.2%) were of a lower class than the teachers, student responses did not conform to the stereotyped values and attitudes of the disadvantaged; (2) teachers were less alike in their assessment of students' problems than in their own attitudes and values; (3) no significant relationship could be found between the achievement of students and their similarity or dissimilarity to their teachers in the indicated areas. Limiting factors in the study were also noted.

EDUCATIONAL ADMINISTRATOR TRAINING FOR THE MULTI-CULTURAL COMMUNITY. FINAL REPORT FOR THE NATIONAL INSTITUTE OF MENTAL HEALTH. Holemon, Richard L. New Mexico University, Albuquerque, College of Education. EDRS Order Number ED 020 577, price MF $0.50, HC $5.15. 101p. February 1968.

A three-year pilot project (1964-1967) was conducted to develop an effective program for the training of educational administrators who could serve as agents of constructive educational change in communities with sizeable proportions of Spanish- and Indian- as well as Anglo-American members. Special aspects of the program included-- (1) Contributions from the behavioral sciences (with participation in the training program by faculty members of the university's social science departments), (2) group training, (3) research orientation, (4) special training in the problems of a multi-cultural environment, (5) internship and field experiences (6) the role of education in the total process of community development, and (7) the educational administrator as an agent of social, political, and economic change. Particular strengths and weaknesses of the program are outlined, and techniques and criteria followed in the selection of 17 trainees for the NIMH program are described.

PERSPECTIVES IN ADULT BASIC EDUCATION FOR ADMINISTRATORS. Proceedings of Adult Basic Education Administrators' Workshop (Northern Illinois University, DeKalb, 1967). Goering, Oswald H. and Stotts, Michael J. Northern Illinois University, DeKalb. EDRS Order Number ED 019 562, price $0.50 HC $5.75. 113p. 1967.

Papers from this 1967 workshop for administrators in adult basic education discussed numerous aspects of the field--federal aid, teacher attributes and requirements, tasks and objectives of adult basic and continuing education, principles of administrative control and decision making, the financing and budgeting of local programs, teacher selection and orientation for adult basic education, professional and nonprofessional staff development for a Milwaukee inner city demonstration project.

THE ADULT BASIC EDUCATION CURRICULUM AND ITS DEVELOPMENT. Jahns, Irwin R. and Brady, Henry G., Jr., Editors. Florida State University, Tallahassee, Department of Adult Education. EDRS Order Number ED 021 203, price MF $0.75, HC $8.60. 170p. May 1968.

The report of the highlights of the Southeastern Adult Basic Education Teacher Training Institute, July 10-28, 1967, presents financial changes in the State and Federal support of basic adult education; pinpoints the essential psychological, physiological, and emotional aspects of adult learning; and attempts to relate teaching techniques to these. There is a suggestion for the maintenance of communication among local, state and federal authorities. Included also is the urging of adult educators to be aware of the interrelationships of the adult's needs as a worker, consumer, and user of leisure, and to recognize the need for the adaptation of curriculum and method to the adult. Reference is made to such societal forces as increased numbers in need of training, job obsolescence, knowledge explosion accompanied by technological revolution, the relationship between the actions of the militant minority groups and the awakening of social conscience, and the concept of life-long training.

FRONTIERS IN ADULT BASIC EDUCATION, A COMPILATION OF SELECTED PAPERS AND GROUP REPORTS PRESENTED AT THE SOUTHEASTERN REGION INSTITUTE FOR TEACHER-TRAINERS IN ADULT BASIC EDUCATION (FLORIDA STATE UNIVERSITY, AUGUST 1-26, 1966). Puder, William H. and Hand, Sam E. Florida State University, Tallahassee. Office of Continuing Education. EDRS Order Number ED 019 575, price MF $0.75, HC $7.80. 154p. 1966.

Selected papers and group reports from a Florida State University training institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Specific problem areas identified by teacher trainers, the overall problem of identifying with and motivating the undereducated, adult centered counseling, curriculum planning, and reading instruction, evaluation of instructional materials, enlistment of community support, long range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals are among the major topics considered.

ADULT LEARNING, ADULT BASIC EDUCATION PRE-INSTITUTE SEMINAR (Wayne State University, May 1967). National University Extension Association, Washington, U.S. Office of Education, Washington. Adult Education Division. EDRS Order Number ED 019 604, price MF $0.50, HC $3.84. 94p. 1967.

A preinstitute seminar held at Wayne State University in May 1967, focused on plans for the 20 adult basic education teacher training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from ongoing programs and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development--innovations in curriculum, technology, and management. Topics covered included programed instruction, teaching adults to read, the Michigan Language Program, hardware such as video tape recorders, skill training at Michigan Bell, the Educational Development Laboratories Learning System, federal government role in adult education, the Draper rehabilitation projects, counseling adults, and effective small group instruction.

THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966. FIRST PROGRESS REPORT. National University Extension Association, Washington, D.C. EDRS Order Number ED 022 996, price MF $0.50, HC $3.35. 65p. June 1966.

Information about the institutes to be operated under Title II B of the Economic Opportunity Act.is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study.

WORKSHOP IN ADULT BASIC EDUCATION (OHIO STATE UNIVERSITY, JULY 1-23, 1968). WORKSHOP REPORT AND RESOURCE DOCUMENT. Ohio University, Columbus, Center for Adult Education; Ohio State Department of Education, Columbus. EDRS Order Number ED 024 861, price MF $0.50, HC $3.90. 76p. 1968.

In adult basic education, the teacher must have a close relationship with the disadvantaged student and an awareness of the adult as self directing, responsible, and experienced. An informal classroom climate and the proper teaching skills and attitudes are vital. Programed instruction must be used with care; its accuracy, agreement with existing curriculum, and compatibility with student needs should be borne in mind. Instruction in mathematics should provide problem solving attitudes and skills rather than particular skills for particular jobs. A liberal arts approach is needed in basic education to help create free and responsible citizenship.

ADULT BASIC EDUCATION SEMINAR GUIDE: A STUDY PROGRAM FOR TEACHER TRAINING. Neff, Monroe C. Available from the Follett Publishing Company, 1010 West Washington Boulevard, Chicago, 60607 (Code 2010). 173p. 1966.

In this manual for preparing teachers for adult basic education, emphasis is on understanding the circumstances and limitations of students; developing curriculum content and teaching techniques for language skills and concepts, social studies, mathematics, science and health, and consumer education; serving as a teacher-counselor; and testing and evaluation of students. Major learning theories and events relating to adult basic education are presented, together with extensive bibliographies.

THE NATIONAL TEACHER-TRAINER INSTITUTE IN ADULT BASIC EDUCATION FOR REGION III: "ADULT BASIC EDUCATION IN THE WORLD OF WORK" (NORTH CAROLINA STATE UNIVERSITY, JULY 15 - AUGUST 2, 1968). North Carolina University, Department of Adult Education, Raleigh, North Carolina. EDRS Order Number ED 024 878, price MF $0.25 HC $2.25. 43p. 1968.

This institute was planned to help teacher-trainers develop a philosophy of adult basic education, increase their understanding of the undereducated adult; understand and apply curriculum development process in adult basic education programs, and increase their knowledge and understanding of concepts and techniques related to recruitment, testing, placement and counseling. Other subjects discussed included the role of programed learning, the need for counseling to help adult students analyze their needs and pursue meaningful educational experiences, and the relevance of experiences to the needs of undereducated adults.

MEASURING THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR TEACHERS. Johnson, Raymond L and others. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 025 723, price MF $0.25, HC $0.95. 17p. February 1969.

A multiple time series design was used to test athe effectiveness of short

workshops for housewives recruited to teach basic reading to adults in bringing about changes in teacher attitudes and opinions. An attitude and opinion survey questionnaire comprising true false items was given on three occasions, to all participants of a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items showed significant shifts in response between times one and two for the experimental group and fourteen for the control group, and virtually all the changes induced in the controls persisted at time three. However, the effects of the workshops were almost totally erased by the experiences in the classroom.

SPEAKING ABOUT ADULTS AND THE CONTINUING EDUCATIONAL PROCESS. PROCEEDINGS OF THE ADULT BASIC EDUCATION WORKSHOP (NORTHERN ILLINOIS UNIVERSITY, JUNE 13-24, 1966). Carter, R. Phillip and Short, Verl M., Editors. Northern Illinois University, DeKalb. EDRS Order Number ED 028 329, price MF $0.75, HC $8.05. 159p. February 1967.

The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction.

LEADERSHIP SKILLS IN ADULT BASIC EDUCATION: A RESOURCE DOCUMENT AND WORKSHOP REPORT. Palmer, Robert and others. Florida State University, Tallahassee, Department of Adult Education. EDRS Order Number ED 028 333, price MF $0.50, HC $5.60. 110p. 1969.

Selected institute addresses, group reports, and other material useful for teaching or administering public programs in adult basic education (ABE) are included in this report. Address topics include: Adult Basic Education; the Role of the ABE Teacher; Group Methods for Teaching in ABE; Training Teachers for Teaching Writing Skills in adult Basic Education; and the Diagnostic Approach to Teaching Adults. Group reports include discussion of: development of self concept through prevocational training; individualized instruction; family life; parent child relationships; and consumer education; ABE for the community with emphasis on public relations; motivation; recruitment; and using community resources.

"TRAINERS OF TRAINERS' WORKSHOPS" IN ADULT BASIC EDUCATION AND SUBSEQUENT GRANT ACTIVITY. FINAL REPORT. Maryland University, College Park. Center for Adult Education, Ford Foundation, New York, N.Y., Sponsor. EDRS Order Number ED 031 618, price MF $0.25, HC $2.95. 57p. December 1966.

Sponsored by the Ford Foundation, workshops for trainers of trainers of teachers in adult basic education were held in the summer of 1965 at the Universities of New Mexico, Maryland, and Washington. Administrators, supervisors, university faculty, and teachers (155 in all) were trained; each

workshop had its own approach and developed its own evaluation. The University of Maryland was granted supplemental funds from the Ford Foundation to perform a nationwide evaluation of participants several months after the workshops and an evaluation of the trainers and teachers trained by them. In addition, a "Guide for Teacher-Trainers in Adult Basic Education" was published by the National Association for Public School Adult Education (NAPSAE) in early 1966; it is a blending of the materials generated by all three workshops. Unexpended funds under the original workshop project have been transferred by NAPSAE to service and office of coordinator of adult basic education training activities.

THE RESEARCHER'S ROLE IN THE DIFFUSION OF AN INNOVATION: A COMPARATIVE STUDY. Martin, Margaret R. Paper presented at the National Seminar for Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 025 733, price MF $0.25, HC $0.75. 13p. 1969.

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in a school setting. The Learning Laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevoort Community Center in Bedford-Stuyvesant, Brooklyn, were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and nonresearch information. Teacher training and experiences also seemed to affect communication and the adoption of innovation.

COOPERATIVE PROJECT IN ADULT BASIC EDUCATION FOR WYOMING, 1968-69. Glenn, Jensen and others. Wyoming University, Laramie, Dept. of Adult Education and Instructional Services. EDRS Order Number ED 028 385, price MF $0.25, HC $2.10. 40p. 1969.

Major elements of this cooperative training project by the University of Wyoming will be a Federally funded 1969 summer institute (the third in a series) for 35 administrators of adult basic education (ABE) in Wyoming, Colorado, Utah, Montana, and Idaho; a year-round demonstration library and center for ABE materials and equipment; a regional system of two-day inservice training seminars for ABE teachers and administrators, with national, state, and local involvement by interested parties; and program evaluation using pretests and posttests of attitudes on principles of adult learning and teaching, a 50-item questionnaire, and the Kropp-Verner Attitude Scale. Such steps as more intensive teacher training programs, undergraduate opportunities for teacher preparation, use of a full-time, qualified ABE coordinator, planner, and teacher, and an experimental adult high school program beginning in the fall of 1970, have been recommended. The document includes seminar agenda, the attitude scale, evaluation forms for administrator workshops, seminar discussion topics, a curriculum outline, and statistical data on attitudes of summer participants.

"TRAINERS OF TRAINERS' WORKSHOPS" IN ADULT BASIC EDUCATION AND SUBSEQUENT GRANT ACTIVITY. Oliver, Leonard P. Maryland University, College Park. Center for Adult Education. EDRS Order Number ED 029 223, price MF $0.25, HC $2.00. 38p. April 1969.

Workshops were conducted in 1965 at the Universities of New Mexico, Maryland, and Washington for 150 educators responsible for preparing trainers of adult basic education teachers. Immediate program evaluation and followup evaluation were done; the University of Maryland followup surveyed not only workshop participants, but also trainers and teachers taught by them. The workshops led to the publication (1966) of a guide for teacher trainers and to the creation (1967) of a national clearinghouse on public school adult education. Areas of need were highlighted in information and coordination, teacher training, curriculum development, funding, publicity, student evaluation, and counseling. Recommendations called for a national service bureau in adult basic education, regional demonstration centers, a national teacher training institute, demonstration projects in industry, and a demonstration project to train dropouts and unemployed youth as teacher aides.

SIGNIFICANT ASSETS OF EFFECTIVE TEACHERS OF ADULT READING. Hastings, Dorothy M.H. Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968. EDRS Order Number ED 025 374, price M $0.25, HC $0.70. 12p. April 1968.

A basic consideration in selecting teachers of adult nonreaders should be the characteristics of the adult nonreader. While training and experience are essential, the most desirable characteristics of the effective teacher do not necessarily require degrees, certificates, or coursework, An awareness of the adult nonreader's attitudes, temperaments, motivations, family background, potentialities, and ultimate goals should enable the teacher to cope with the student's needs. This should be strengthened by the teachers' personal qualities: (1) acceptance of his own strengths, weaknesses, and responsibilities, (2) a genuine appreciation of the student's interests, needs, and accomplishments, (3) a wide range of interests, (4) compassion and empathy, and (5) fairness to all students. The greatest potential, however, could be the former students of adult education classes who succeeded while retaining insight into the problems and hopes of functional illiterates.

AN ADULT ILLITERACY PILOT PROJECT: THE TRAINING OF READING AIDES. Van Gilder, Lester L. and Kania, Joanne. Paper presented at National Reading Conference, Los Angeles, December 1968. In NATIONAL READING CONFERENCE 1968 YEARBOOK. 8p. 1968.

Sixteen volunteer aides living in inner city Milwaukee were selected according to education (a high school diploma), age (21years or older), experience working with people, dependability, and availability. They were divided into four groups and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and material acquired in instructing the functional illiterate, some through working with inner city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given.

TRAINING THE VOLUNTEER READING TUTOR. Newton, Eunice Shaed. In JOURNAL OF READING; v8 n3 p169-174 January 1965.

Volunteer reading tutors need specific training for serving the culturally deprived or socially dislocated youth or adult in our communities. Syllabuses for training programs must rely heavily on publications from the Laubach Literacy Fund and the National Association of Public School Adult Educators for general guidelines in the organization and operation of the program. The comprehensive aim of the institute should be to introduce the volunteer to a developmental-instructional approach in reading rather than a remedial-clinical one.

PROFILE: THE ONTARIO ADULT BASIC EDUCATION TEACHER. Brooke, W. Michael. In CONTINUOUS LEARNING; v8 n 3 p103-111, May-June 1969.

This study investigated the Onatrio adult basic education (ABE) teacher's background, his major professional problems, and his need for continuing professional education. Data were collected by questionnaires from 76% of the Ontario Manpower Retraining teachers who instruct the Basic Training for Skill Development Courses. The greatest single problem listed was that of widely differing intellectual ability in one class; the greatest group of problems faced related to the lack of resources. Data indicated that teachers are anxious to further their knowledge about ABE in a formal organized setting.

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